

THE VOCATIONAL PREFERENCES OF A GROUP OF
COLLEGE FRESHMEN

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DEDICATION

This Thesis is dedicated to my wife and mother, whose understanding and moral support gave me the fortitude to see this research project through to the end.

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CHAPTER I

INTRODUCTION

Rationale.--"I have an expensive habit to support, Miss Raeburn... eating!"¹ The preceeding quotation comes from a comic strip character in response to why she wants to accept a certain type job. Admittedly, this reference and what was treated in this research project is a crude, but basic, analogy--dealing with a very real and persistent problem. Because of our advanced civilization and the changing social order, obviously getting a living entails much more than the ability of the individual to provide food for himself and for those to whom he is responsible.

Because of individual differences--interests, abilities, values, and attitudes, it is necessary for the self-concept to be actualized and the adequate personality developed. Youth must see themselves as belonging, must have the feeling of unity or oneness, a feeling of sharing a common fate, or of striving for a common goal. And to actualize this self-concept and adequate personality, ways and means must be devised through which the facilitation of appropriate action takes place. This necessitates living according to the criteria that have been set up by the social order, the entire spectroband of which, in the final analysis, is funneled to a single

¹Atlanta Constitution, July 22, 1962.

common denominator--vocation. Super sums the situation up by stating that:

The choice of an occupation is one of the points in life at which a young person is called upon to state rather explicitly his concept of himself, to say definitely 'I am this or that kind of person.'¹

Since the focal point, which interrelates with the factors mentioned above is vocation, it then must be necessary to place vocation in its proper perspective. Consideration must be given to how people are affected by various vocations, and why they prefer some vocations over others. This, then, leads to but one specific question: What are the factors influencing vocational preferences? The answer to this question is a multitude of factors and variables.

In that the subjects who were the objects of this research were Negroes, the researcher attempted to restrict the factors influencing vocational preferences to those that appeared peculiar to Negroes in light of present prevailing conditions.

At one time or another, everyone must start thinking in terms of choosing a vocation, whether it is a reputable one or not. The process of this thinking is developmental.

According to Ginzberg, youth go through three stages of vocational choices--"fantasy", ages of six and eleven; "tentative", between eleven and seventeen years; and "realistic", seventeen and older.²

¹Donald E. Super, "Vocational Adjustment: Implementing a Self-Concept," Occupations, XXX (November, 1951), 88.

²Eli Ginzberg, "Toward a Theory of Occupational Choice," Occupations, XXX (April, 1952), 491-94.

Davis, et al., in a study of twelve-year-olds found the same thing. They also found that there existed a relationship between IQ and the types of choices made. A group of Negro children were used in this study and it was found that their types of choices were not significantly different from those of the whites.¹

True, the Federal Government forbids discrimination because of race, religion, or national origin... but Federal employment, like private employment, may reflect the pattern and climate of the local community and a disparity develops between the total number of minorities employed and the total number in higher positions. These and other factors must be taken into consideration. Likewise, the extent to which they affect the development and personality of the Negro youth must be carefully observed. Moreover, experiences and information should be provided through which the youth will be able to actualize themselves from the framework of existing conditions, lest they become frustrated and incapable of tolerating ambiguities--which might prove deleterious to the development of their personalities.

Much needs to be done in the area of guidance, especially vocational guidance; if Negro youth are to permeate the main stream of the American culture and become a part of this vast complex--they must fit into the scheme of things. And it is only through an understanding of the youth's motives, experiences and perceptual frames of reference that the high schools and colleges will be able to set up programs through which the Negro youth can prepare themselves to make wise and mature vocational choices.

¹Donald A. Davis, et al., "Occupational Choices of Twelve-Year-Olds," Personnel and Guidance Journal, XL (March, 1962), 628-29.

Statement of the Problem.--This study was concerned with the vocational preferences of seventy freshmen who entered Mary Holmes Junior College in September, 1962. Some factors influencing these preferences were determined and treated in light of the literature pertinent to this situation.

Evolution of the Problem.--While in the air force the researcher witnessed the dismissal of a great number of men--mainly Negroes, for their inability to adjust to military life. At first, these occurrences were taken at face value--these men just could not adjust to military life, and the best course of action was taken for the benefit of the men and the military alike. But, then, as the researcher started taking cognizance of events around him, this question came to mind: How well had these men been adjusted to civilian life? And if they had not been well adjusted, what could possibly be some of the reasons?

Time passed. The researcher was separated from the air force and entered college. Instead of finding the solution to the problem it became more complex and confusing. In fact, more questions arose, and among the more prominent ones was why do Negroes choose only a selected few vocations, while at the same time such a variety of vocations seems to be available?

The researcher received an appointment to the N.D.E.A. Guidance and Counseling Training Institute at Atlanta University for the 1961-62 academic year. It was in the institute that the answers to some of these questions began to reveal themselves. It was here that the fragments were slowly and meticulously pulled together to form a composite picture.

During the same period the researcher received an appointment as director of Guidance-Education at Mary Holmes Junior College beginning in September, 1962. It was at this point that the researcher saw, and seized upon the opportunity to utilize a segment of the freshman class to conduct a study that would shed additional light upon the answers to questions sought, and at the same time utilize the data to determine the needs of the students as a guidance functionary.

Purpose of the Study.—The purpose of this study was to obtain satisfactory answers to the following questions:

1. To what extent are the vocational preferences of the students attending Mary Holmes Junior College associated with the occupations of their fathers?
2. To what extent are the vocational preferences associated with the socio-economic level of their parents?
3. To what extent are these vocational preferences associated with the intelligence level of the students?
4. To what extent are these vocational preferences associated with the students' high school grades?
5. To what extent are these vocational preferences associated with the students' personalities?
6. To what extent do the measured vocational preferences of these students differ from their stated preferences?
7. Who is most influential in determining students' vocational preferences?

Contribution to Educational Knowledge.--It is hoped that the findings resulting from this study will make the following contributions to educational knowledge:

1. To serve as a criterion by which the occupational information phase of the guidance services may be evaluated.
2. To show the extent to which follow-up studies may be used to determine the prognostic value of a study of this nature.
3. To stimulate the interest of high schools in establishing guidance services inclusive of occupational information.
4. To stimulate more research concerning the Negro students and the factors influencing their vocational preferences.

Limitations of the Study.--This study was concerned specifically with the vocational preferences of seventy freshmen entering Mary Holmes Junior College in September, 1962.

Period of the Study.--This study was conducted during the spring of 1963.

Method of Research.--The descriptive survey method of research was used to collect data for this study.

Description of Subjects and Instruments.--The subjects and instruments used in this study were as follows:

1. Subjects.--The subjects involved in this study included seventy freshmen of Mary Holmes Junior College, West Point, Mississippi.

2. The following instruments were used to collect the data for this study:

- (a) A questionnaire that was specifically designed and validated to be administered to all the students involved in this study. The purpose of the questionnaire was to determine the occupations and socio-economic level of the students' parents, the students' stated preferences, and persons influencing these preferences.
- (b) The Otis Quick-Scoring Test of Mental Ability (Gamma: Form Am) was used to determine the intelligence level of the students.
- (c) The high school transcripts were used to determine the averages of the students' high school grades.
- (d) The California Test of Personality (Secondary-Form AA), a content validated self-report personality inventory was used to determine the total personality adjustment of the students.
- (e) The Kuder Vocational Preference Record (Form CH) was used to determine the measured vocational area preferences of the students.

Validation of Questionnaire.---The validity of the questionnaire was obtained by preparing it under the supervision of the researcher's advisor. To insure that the responses elicited were gotten, a pilot study utilizing twenty-five students not involved in this study preceded the administering of the questionnaire to the subjects in this study.

Definition of Terms.---The following terms are defined here as they related to this study:

1. The term, "measured vocational preference," refers to those indications of preferences to the various vocational areas as measured by the Kuder Preference Record (Vocational).
2. The term, "stated vocational preference," refers to the responses made to structured questionnaire items.
3. The term, "vocational guidance," refers to the process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it.¹
4. The term, "socio-economic status," refers to the relative position that one holds in society, by virtue of his occupation, source of income and educational attainment.
5. The term, "personality," refers to the total adjustment of the individual, as measured by the California Test of Personality.
6. The term, "intelligence level," refers to the level at which one can be expected to perform, utilizing the higher thought processes, as measured by the Otis Quick-Scoring Test of Mental Ability.

¹Paul W. Chapman, Occupational Guidance (Atlanta: Turner E. Smith & Co., 1950), p. 51.

7. The term, "occupational information," refers to any literature that might be used to enhance the students' knowledge as regards vocations, that is valid and up-to-date. This includes abstracts, briefs, monograms, and main references, such as the Dictionary of Occupational Titles¹ and the Occupational Outlook Handbook.²

Locale of Study.—This study was conducted at Mary Holmes Junior College, West Point, Mississippi. Mary Holmes is a Presbyterian coeducational institution with emphasis upon instruction in business and liberal arts. The goal of the school is to prepare students to enter four-year colleges with advanced standing.

Procedural Steps.—The procedural steps taken to conduct this study were as follows:

1. The literature, pertinent and relative to this study was reviewed and summarized.
2. The questionnaire responses were tabulated, analyzed, interpreted and recorded.
3. The data from test instruments were tabulated, analyzed, interpreted and presented.
4. Findings were summarized and conclusions drawn.
5. Implications and recommendations were made on the basis of the findings that resulted from this study.

¹U. S. Department of Labor, Dictionary of Occupational Titles 2nd. ed. (Washington: U. S. Government Printing Office, 1949).

²U. S. Department of Labor, Occupational Outlook Handbook (Washington: U. S. Government Printing Office, 1961).

Survey of Related Literature.--A survey of the related literature on vocational preferences shows that a number of studies have been carried out on this topic. The studies dealt with here were closely related to the research project.

Why does the student choose a particular vocation? This question was attacked by Endicott, who studied the vocational choices of high school students. He found that the influence of parents and successful acquaintances was the strongest determiner of vocational choice. Natural ability, teachers' influence, and school success were least potent.¹

Gertrude Forrester states that "If a youth is to follow the maxim, 'look before you leap,' he must look over the many kinds of work that exist and consider the opportunities for employment in them."² This, however, appears to be where the main problem lies, in that... "natural ability, teachers' influence and school success"³... do not influence the youth's vocational preference to the extent of the occupations of the parents and successful acquaintances. True, this could be the better influence, but what happens to the youth when their parents and associates are insufficient sources from which to secure the information needed for the maximal development of those potentials? Forrester goes on to explain the conditions under which this problem could be alleviated:

...He (the youth) needs to know the occupations and the number of workers in them. Both teachers and pupils

¹F. S. Endicott, "Factors Influencing High School Students in the Choice of a Vocation," Vocational Guidance Magazine, X (May, 1931), pp. 99-101.

²Gertrude Forrester, Methods of Vocational Guidance (Boston: D. C. Heath & Co., 1944), p. 62.

³Endicott, op. cit.

should know where to find reliable sources of material and learn how to use it.¹

Forrester also goes on to say that:

One of the principles of educational and vocational guidance is that while the individual should receive assistance in ascertaining his own qualifications available, freedom of choice is his inherent right and is important for his development as is equality of opportunity. Much of the information which he will base his choices upon must be derived from books and pamphlets.²

From among the thousands of occupations that exist, our youth need to select the one occupation for which each is best fitted. That is a difficult task which is not always accomplished, as is indicated by Humphreys in the statement:

A youth often decides on a career because it is the only one that he knows about. He might have made a better choice had he known the opportunities and attractions in other fields. By studying a wide variety of job fields, the youngster is in a better position to make a wise final choice.... After the youngster has become acquainted with a large variety of occupations, he can study in greater detail the several job fields that interest him most.³

Now, in that all of this information has been made available, there is another problem that the youth are confronted with. With counselors, teachers, and all others who work with students with their infinite line of problems, there is the problem of knowing to whom they should listen. Should it be a matter of using the non-directive approach, as was implied by Forrester,⁴ or a more direct one?

¹Forrester, op. cit.

²Forrester, op. cit., p. 4.

³Anthony Humphreys, Helping Youth Choose a Career (Chicago: Spencer Press, Inc., 1950), p. 12.

⁴Forrester, op. cit., p. 4.

Bingham, in answering such question, makes the following statement:

Insistent questions like those set the problem. They are asked by mature workers groping for a secure foothold in the unsettled economic society, as well as by young people with years of preparation ahead. They are asked of teachers and deans of schools and colleges, of placement officers and employment managers, of pastors and social workers, and of consulting psychologists. These, as well as the professional vocational counselors, are often called upon to confer with someone regarding his aptitude in relation to his future plans. The help that the counselor can give is proportionate to his personal insight and wisdom... his understanding not only of the intricacies of human nature, but also of the world of occupations and of the pathways through education¹ and experiences which will lead to a vocational goal.

Riddle made a study in 1938 of seniors in 299 white and twelve Negro schools in Kentucky. The study which included both sexes reported that boys' principal choices were engineering, farming, aviation, book-keeping, teaching and auto mechanics. Riddle concluded that there are two major wrongs in the traditional high school. That is, it is mainly college preparatory, a tradition inherited from our private school ideas, and it has failed to praise the worth of those occupations that are not necessarily "white collar" occupations.²

As to why these students chose what they chose is probably open to much discussion. Within the past twelve years, however, a study has been conducted concerning the Negro youth, exclusively, and some of the probable factors impinging upon, and influencing their decisions.

¹Walter V. Bingham, "Vocational Bents," Occupations, XV (October, 1936), pp. 15-21.

²Freddie Riddle, "A Study of Vocational Choices of High School Seniors in Kentucky," 1937-38, Kentucky Department of Education Bulletin, (1938-39), pp. 3-21.

Harrison, in his study of vocational choices of 1,013 Negro boys and girls who graduated from high school in Louisiana in 1951 found that of the 342 girls and 670 boys most of them wanted to wear "white collars." Most of the boys did not want to do what their fathers had done to make a living. Harrison also found that out of the 30,000 possible vocational choices, the youngsters made only forty-one different choices. It is in view of employment opportunities in an industrializing south and the realism of these choices that Harrison attempts to give the reasons for these choices.

Of the graduates interviewed 72.6 per cent of the boys and 82.4 per cent of the girls indicated that they had made a vocational choice. It was found that 55 per cent of the girls selected teaching. Approximately 20 per cent indicated an interest in nursing and 12 per cent of the girls were interested in secretarial jobs even though there were not enough Negro business establishments to employ these girls.

Fifty-one per cent of the boys chose teaching. Very few were interested in the trades or technical occupations. Harrison felt that the students were attempting to be realistic in making these choices in that teaching is relatively easy for Negroes to enter. Presently, separate school systems for Negroes and whites in Louisiana, as well as in other southern states make teaching a unique occupation for Negroes. Negro teachers, unlike other Negro workers, are not confronted with the problem of competing with white workers for jobs.¹

¹E. C. Harrison, "See What They Choose," Occupations XXX (January, 1952), pp. 277-79).

As to the realism of the vocational choices made by the youth in the above study, one needs to focus his attention upon the information that these students had received concerning various opportunities; and the extent to which Negroes are affected by the industrializing south. For it is in this vein that the criteria by which realistic vocational choices will be determined are established. Relative to this problem, Ralph McGill, in his editorial column of June 25, 1962, makes the following comments:

...Its commencement (Morehouse College's) of 1962 offered an illustration of changes in what is a changing south. The honor graduates were introduced. Since it is only in recent years that the doors of job opportunity have been opening for educated competent Negroes, the college made announcement of what it meant in terms of economic reward to be an honor student under new and favorable circumstances. This was not without emotion. There were in the audience mothers and fathers, grandparents and other adult relatives who had had the educational advantage but found doors of employment closed save in the field of segregated teaching.... The honor graduates at Negro institutions were an example of how much ability and talent the nation has failed to use in by-gone years. For the south, the lesson was even more significant. It still is true that the door of opportunity for the educated, competent Negro graduate, while it is cracked as it was not before, still is not open....¹

McGill's reflections very well demonstrated the plight of the Negro youth in his interrelation to the society. But still, these factors must be taken into consideration and the framework for providing adequate counsel and occupational information set up against a background of present conditions, so as to project into the future--giving more impetus to realistic vocational choices.

Caliver has done outstanding work in studying the vocational choices of Negro students. Of the many possible influences on occupational choices

¹Atlanta Constitution, June 25, 1962, p. 1.

he considered geographical region, age and educational advancement, size of the community, personal motives or influences, hobbies or interests, and occupation and education of parents as being the most important.

In order to discover whether or not grade levels of pupils have any influence on occupational interest, Caliver computed the percentage of pupils in each grade selecting occupations in the mechanical and manufacturing industries and professional services as sampled. The percentage for each high school grade choosing mechanical and manufacturing industries was: first year, 22.7; second year, 21.2; third year, 17.5; and fourth year, 19.2. The percentage in each group choosing professional occupations was: first year, 67.0; second year, 63.0; and fourth year, 66.0. In conclusion, Caliver stated that:

Although the percentages for all the occupations were not computed, judging from the above, it appears that the grade level has no marked influence on the occupational choices of Negro high school students.¹

In studying 85 Negro adolescents of the Wayne County Georgia Training School, Toney found that the boys manifested a wider spread of interest in the areas: computational, scientific, artistic, and social services than did the girls as measured by the Kuder Preference Record. The girls manifested a wider spread of interest in the areas: literary and musical, than did the boys as measured by the Kuder Preference Record. The boys and girls manifested approximately the same spread of interest in the areas: persua-

¹Ambrose Caliver, "Vocational and Educational Guidance for Negroes," United States Office of Education Bulletin XXXVIII (Washington: U. S. Government Printing Office, 1937), pp. 84-86.

sive, clerical, outdoor, and mechanical, as measured by the Kuder Preference Record.¹

Davis and Dollard give a detailed discussion of the largest single minority group in America, the Negro. The authors describe the effects on personality development of the class system as practiced by the Negro and the caste system as practiced by both groups in the south. These practices also have devastating effects upon the vocational interests of the Negro. The above mentioned conclusion is based upon an extensive study conducted by the two authors.²

Frazier found that lower-class, middle-class, and in some cases, upper-class youth place an equal chance with whites for jobs among the changes which they would like to see in race relations. As regards the future, the upper-class youth³ were, on the whole, self-confident about it. The majority of these planned to enter the occupations in which upper-class Negroes had found employment and an outlet for their talents behind the walls of segregation. It was found that upper-class youth did not feel that they had to use the same technique as lower- and middle-class youth in order to survive. But, nevertheless, they were resentful of the many limitations under which they worked.

¹Torryce J. Toney, Jr., "A Study to Determine the Occupational Interests of Senior High School Students in Wayne County, Georgia," (Unpublished Master's Thesis, School of Education, Atlanta University, 1961).

²Allison Davis and John Dollard, Children of Bondage (Washington: American Council on Education, 1946).

³This status is based upon source of income and profession only.

In conclusion, Frazier stated that although it was not evident in the data, the lack of opportunity to compete with whites and assume adult responsibilities undoubtedly prevents Negro youth from maturing as they should under normal conditions.¹

¹E. Franklin Frazier, Negro Youth at the Crossways (Washington: American Council on Education, 1940).

CHAPTER II

PRESENTATION AND INTERPRETATION OF DATA

Introductory Statement.--To what extent are the vocational preferences of students associated with their fathers' occupations? To what extent are students' vocational preferences associated with the socio-economic levels of their parents? To what extent are vocational preferences associated with students' intelligence level? To what extent are the students' vocational preferences associated with high school grades? To what extent are students' vocational preferences associated with personality? To what extent do measured vocational preferences of students differ from their stated choices? Who is most influential in determining what vocational preference a student will make?

These questions were investigated by the researcher during the summer of 1963. It was thought that the results might be of value to guidance counselors concerned with the identification of some factors influencing the vocational preferences of minority groups--more specifically, Negro youth.

Data were obtained from 28 freshmen boys and 42 freshmen girls who entered Mary Holmes Junior College, West Point, Mississippi, in September, 1962. All data collected were tabulated, analyzed, and presented in tables. The data collected for this study were analyzed statistically by use of the mean, median, standard deviation, standard error of the mean and quartile deviation.

The researcher was dissatisfied with the responses to some of the questionnaire items, especially those concerning the occupations of the fathers. Many of the subjects left "What is your father's occupation?" blank, and did not respond to "What is the source of your father's income?" even though alternatives and a "Other (specify)" blank was provided. Upon discovering this discrepancy, those students involved were called in and asked their reasons for not completing that part of the questionnaire. The explanations were all the same: "I don't know my father's occupation or the source of his income." This was true of 16 students--approximately 23 per cent of the research population.

Regarding the "What is the source of your father's income?" item, which was needed in determining the socio-economic status of the parents--information was used from the mother's "source of income," when that information was given.

Vocational Preferences and Fathers' Occupations.--Of the many occupations that exist, it was found that the majority of the subjects involved in this study showed a preference for teaching. It was also found that the majority of the subjects' fathers were farmers and laborers.

Table 1 shows that approximately 53 per cent of the subjects showed a preference for teaching. Approximately 13 per cent showed a preference for secretarial work; 7 per cent for nursing; and 4 per cent showed a preference for music. Of the twelve other preferences the variation of preference was, with the exceptions of engineering, mechanics, and technical work, one subject for each preference.

TABLE 1

STUDENTS' VOCATIONAL PREFERENCES AND FATHERS' OCCUPATIONS

Vocational Preference	Frequency	Per Cent	Fathers' Occupation	Frequency	Per Cent
Teacher	37	52.85	Farmer	23	32.85
Secretary	9	12.86	Laborer	16	22.86
Nurse	5	07.14	Janitor	2	02.85
Musician	3	04.29	Painter	2	02.85
Engineer	2	02.85	Blacksmith	1	01.43
Mechanic	2	02.85	Carpenter	1	01.43
Technician	2	02.85	Disabled Veteran	1	01.43
Air Force	1	01.43	Foreman	1	01.43
Biochemist	1	01.43	Insurance Agent	1	01.43
Dietitian	1	01.43	Mechanic	1	01.43
Domestic	1	01.43	Minister	1	01.43
Painter	1	01.43	Social Worker	1	01.43
Physician	1	01.43	Self-employed	1	01.43
Research Biologist	1	01.43	Truck Driver	1	01.43
Seamstress	1	01.43	Welder	1	01.43
Social Worker	1	01.43	Other ("Do not know," etc.)	16	22.86
Undecided	1	01.43			
Total	70	99.98		70	100.00

Approximately 33 per cent of the subjects' fathers were farmers and 23 per cent laborers. Twenty-three per cent of the fathers' occupations were not listed because responses to questionnaire items were inadequate.

Boys' Vocational Preferences and Fathers' Occupations.---The boys involved in this study made only nine choices, with one undecided. Table 2 shows the distribution of these choices and the fathers' occupations.

TABLE 2
BOYS' VOCATIONAL PREFERENCES AND FATHERS' OCCUPATIONS

Vocational Preference	Frequency	Per Cent	Fathers' Occupation	Frequency	Per Cent
Teacher	14	50.00	Farmer	10	35.71
			Laborer	7	25.00
Musician	3	10.71	Janitor	1	03.57
Engineer	2	07.14	Blacksmith	1	03.57
Mechanic	2	07.14	Minister	1	03.57
Technician	2	07.14	Welder	1	03.57
Biochemist	1	03.57	Other ("Do not know," etc.)	7	22.30
Painter	1	03.57			
Physician	1	03.57			
Research Biologist	1	03.57			
Undecided	1	03.57			
Total	28	99.98		28	99.99

It was found that 50 per cent of the boys chose teaching. Approximately 11 per cent indicated an interest in music, and 7 per cent indicated an interest in engineering, mechanics, and technical work. One, or approximately 4 per cent of the boys indicated an interest in each of the following areas: biochemistry, painting, medicine, and research biology.

Approximately 36 per cent of the boys' fathers were farmers, and 25 per cent laborers. There was one blacksmith, one janitor, one minister, and one welder. The questionnaire responses for seven--approximately 25 per cent of the fathers' occupations were inadequate, and could not be properly classified.

It is interesting to note that none of the boys indicated an interest in becoming what their fathers were. It is also interesting to note that the only relationships that were found were in the cases of the father who was a blacksmith and the son's vocational preference engineering; and the father who was a minister, and the son's preference biochemistry.

Girls' Vocational Preferences and Fathers' Occupations.--Approximately 55 per cent of the girls in this study chose teaching as a possible career choice. Twenty-one per cent of the girls showed a preference for secretarial work, and approximately 12 per cent indicated an interest in nursing. The other preferences were: air force (1), dietitian (1), domestic (1), seamstress (1), and social worker (1). According to Table 3, the girls were interested in eight specific choices.

TABLE 3

GIRLS' VOCATIONAL PREFERENCES AND FATHERS' OCCUPATIONS

Vocational Preference	Frequency	Per Cent	Fathers' Occupation	Frequency	Per Cent
Teacher	23	54.57	Farmer	13	30.95
Secretary	9	21.43	Laborer	9	21.43
Nurse	5	11.90	Self-employed	1	02.38
Air Force	1	02.38	Carpenter	1	02.38

TABLE 3--Continued

Vocational Preference	Frequency	Per Cent	Fathers' Occupation	Frequency	Per Cent
Dietitian	1	02.38	Foreman	1	02.38
Domestic	1	02.38	Insurance Agent	1	02.38
Seamstress	1	02.38	Janitor	1	02.38
Social Worker	1	02.38	Mechanic	1	02.38
			Painter	2	04.76
			Social Worker	1	02.38
			Truck Driver	1	02.38
			Disabled Veteran	1	02.38
			Other ("Don't know," etc.)	9	21.43
Total	42	100.00		42	99.99

Approximately 31 per cent of the girls' fathers were farmers, and 21 per cent laborers. The girls gave nine other occupations--not including one disabled veteran--in which their fathers were engaged. There appeared to be some relationship between two girls' vocational preferences and their fathers' occupations. Inadequate information was received on nine--approximately 21 per cent of the fathers--to classify them.

Comparison Between the Boys' and Girls' Vocational Preferences and Their Fathers' Occupations.--Fifty per cent of the boys and approximately 55 per cent of the girls showed a preference for teaching. Very few of the boys were interested in the trades or technical occupations. Other than teaching, secretarial work, and nursing, the girls' vocational

preferences were negligible. None of the Boys or girls expressed a preference for entering any of the occupations of their fathers. Table 4 gives the vocational preference and father's occupation of each subject involved in this study.

TABLE 4
THE VOCATIONAL PREFERENCE AND FATHER'S OCCUPATION
OF EACH BOY AND GIRL

Subject	Vocational Preference	Father's Occupation
*1	Teacher	Farmer
2	Secretary	Unknown
3	Nurse	Farmer
*4	Teacher	Unknown
*5	Engineer	Laborer
6	Secretary	Laborer
*7	Technician	Unknown
*8	Teacher	Laborer
*9	Research Biologist	Farmer
*10	Teacher	Farmer
11	Nurse	Laborer
12	Teacher	Farmer
13	Teacher	Unknown
14	Teacher	Unknown
*15	Teacher	Welder
*16	Engineer (not specified)	Blacksmith
17	Teacher	Farmer
18	Teacher	Self-employed
19	Teacher	Unknown
20	Secretary	Farmer
21	Teacher	Carpenter
*22	Teacher	Farmer
23	Domestic	Laborer
24	Teacher	Painter
25	Teacher	Truck Driver
*26	Mechanic	Farmer
27	Teacher	Foreman
28	Dietitian	Janitor
*29	Teacher	Laborer
*30	Teacher	Farmer
31	Secretary	Farmer
*32	Teacher	Laborer

TABLE 4--Continued

Subject	Vocational Preference	Father's Occupation
33	Teacher	Disabled Veteran
34	Teacher	Laborer
35	Teacher	Farmer
*36	Teacher	Unknown
*37	Painter	Unknown
38	Nurse	Mechanic
*39	Musician	Farmer
40	Nurse	Laborer
*41	Physician	Laborer
*42	Teacher	Unknown
*43	Technician	Janitor
44	Secretary	Farmer
45	Teacher	Laborer
46	Teacher	Farmer
47	Secretary	Unknown
*48	Musician	Laborer
49	Teacher	Unknown
50	Teacher	Insurance Agent
51	Social Worker	Disabled
52	Teacher	Farmer
*53	Undecided	Farmer
*54	Biochemist	Minister
55	Teacher	Farmer
56	Secretary	Unknown
57	Teacher	Laborer
58	Teacher	Painter
59	Teacher	Farmer
60	Teacher	Social Worker
61	Air Force	Unknown
62	Seamstress	Laborer
*63	Teacher	Farmer
*64	Teacher	Unknown
*65	Musician	Unknown
66	Nurse	Laborer
67	Secretary	Farmer
*68	Mechanic	Unknown
*69	Teacher	Farmer
70	Secretary	Farmer

*Denotes boys. The asterisk will refer to boys throughout this paper.

As referred to earlier, it can be seen that the only connection between the vocational preferences of subjects and fathers' occupations lie in subjects 16, 23, 54, and 60. Subject 16's preference, engineering; father's occupation, blacksmith. Subject 23's preference, domestic; father's occupation, laborer. Subject 54's preference, biochemistry; father's occupation, minister. Subject 60, teaching; father, social worker.

The vocational preferences made by this group of subjects were the same as those of a group of high school graduates in Louisiana investigated by Harrison¹ in 1961. Harrison found that the majority of the graduates expressed an interest in teaching, with very few interested in the technical trades.

The Socio-Economic Status of the Parents of the Subjects Involved in This Study.--An investigation of the socio-economic status of the subjects' parents involved in this study showed that the majority of them were classified as belonging to the lower-lower and upper-lower social classes. Table 5 explains how the social class classifications were derived.

Three steps were employed by the investigator in arriving at the socio-economic status of the parents. First, the "status parent"² of the family was rated on each component scale (OC, SI, and ED scales in Table 5). Second, the ratings were multiplied by appropriate weights

¹Harrison, op. cit.

²The father. In cases unknown, the mother was used.

(determined in previous studies)¹ and the products were summed to secure a total index score. Third, the appropriate table--Table 6 was used for estimating the status levels for an approximation of the probable social class.

TABLE 5

EXPLANATION OF SOCIAL STATUS WEIGHTS--SHORT FORM*

O ..Occupation ...	Rate 1 to 7 on OC scale ..	Weight -- x5
S ..Source of Income	" 1 to 7 on SI scale ..	" -- x4
E ..Education	" 1 to 7 on ED scale ..	" -- x3

The weights sum to 12 and the total index scores can range from 12 (high) to 84 (low) when the component scores are summed....

*Carson McGuire and George D. White, "The Measurement of Social Status" (Department of Educational Psychology, University of Texas, March, 1955), p. 3 (Mimeographed), citing W. L. Warner, M. Meeker and K. Bells, Social Class in America (Chicago: Science Research Association, 1949).

Occupation Scale.--Regarding the weights assigned occupations, the value classification for those needed in this study is given below:

- 2 High school teachers, ministers, librarians and others with four-year degrees.
- 3 Managers of small businesses; insurance agents.
- 4 Foremen, master carpenters, mechanics, painters, small landowners.

¹Carson McGuire and George D. White, "The Measurement of Social Status" (Department of Educational Psychology, University of Texas, March, 1955), pp. 7-8 (Mimeographed), citing W. L. Warner, M. Meeker and K. Bells, Social Class in America (Chicago: Science Research Association, 1949).

- 5 Tenants on good farms; owners of farms who "hire out."
- 6 Truck drivers, waitresses, "sharecroppers."
- 7 Heavy laborers, domestic help, janitors.

Source of Income.---The weights assigned various sources of income utilized in this study are given below:

- 4 Salary, commissions, regular income on a monthly basis.
- 5 Wages on hourly basis; piece work; weekly checks as distinguished from monthly checks.
- 6 Income from "odd jobs" or private relief; "sharecropping" or seasonal work.
- 7 Public relief or charity.

Educational Attainment.---The value classification of weights assigned educational attainment needed in this study is given below:

- 2 Graduated from a four-year college, university or professional school with a recognized bachelor's degree.
- 3 Attended college or university for two years.
- 4 Graduated from high school.
- 5 Attended high school, completed grade nine, but did not graduate from high school.
- 6 Completed grade eight but did not attend beyond grade nine.
- 7 Left school before completing grade eight.

Table 6 below explains the conversion of the total index scores to social class classifications as were used in this study.

The only data that were used in determining the social status of the parents in this study were those that were applicable to the subjects involved.

TABLE 6

GENERAL CONVERSION TABLE FOR STATUS INDICES*

Index Score	Social Class Prediction	Break Points And Intervals of Indeterminacy
23 - 37	Upper-Middle	(34 - 37)
38 - 51	Lower-Middle	(51 - 53)
52 - 66	Upper-Lower	(63 - 66)
67 - 84	Lower-Lower	

*McGuire and White, op. cit., 4-5.

Table 7 shows the distribution of the subjects' families according to social class status.

TABLE 7

THE SOCIO-ECONOMIC STATUS OF STUDENTS' PARENTS

Social Status	Frequency	Per Cent
Upper-Middle	2	02.85
Lower-Middle	16	22.86
Upper-Lower	23	32.86
Lower-Lower	29	41.43
Total	70	100.00

It was found that approximately 41 per cent of the subjects were from lower-lower class homes. Approximately 33 per cent were from upper-lower class homes; 23 per cent from lower-middle class homes; and approximately 3 per cent from the upper-middle class.

Socio-Economic Status of Boys' Parents.---Approximately 39 per cent of the boys were from lower-lower class families. It was also found that approximately 32 per cent of the boys were from upper-lower class families, while only 25 per cent were from lower-middle class families. There was but one boy from an upper-middle class family. Table 8 gives the frequency distribution of the socio-economic status of the boys' parents.

TABLE 8

THE SOCIO-ECONOMIC STATUS OF BOYS' PARENTS

Social Status	Frequency	Per Cent
Upper-Middle	1	03.57
Lower-Middle	7	25.00
Upper-Lower	9	32.14
Lower-Lower	11	39.29
Total	28	100.00

The Socio-Economic Status of the Girls' Parents.---Approximately 43 per cent of the girls were found to come from lower-lower class families. Approximately 23 per cent of the girls were from upper-lower class families, and 21 per cent from lower-middle class families. One of the girls was

from an upper-middle class family. In Table 9 it can be seen how the frequencies in each social class group were classified.

TABLE 9
THE SOCIO-ECONOMIC STATUS OF GIRLS' PARENTS

Social Status	Frequency	Per Cent
Upper-Middle	1	02.38
Lower-Middle	9	21.43
Upper-Lower	14	33.33
Lower-Lower	18	42.86
Total	42	100.00

Comparison Between the Boys' and Girls' Parents' Socio-Economic Status.--A greater per cent of the girls came from lower-lower class families than did the boys. The per cent of boys and girls from upper-lower families was approximately the same. Twenty-five per cent of the boys, and 21 per cent of the girls were found to be from lower-middle class homes. One boy and one girl were from upper-middle class families. Table 10 shows the social status of each student's parents utilized in this research.

The socio-economic status of the parents does not appear to have any relationship to the vocational preferences made by the subjects involved in this study.

TABLE 10

THE SOCIO-ECONOMIC STATUS OF EACH STUDENT'S PARENTS

Subject	Parents' Occupational Level	Parents' Source of Income	Parents' Educational Attainment	Total Weight	Parents' Socio-Economic Status
*1	20	16	15	51	Lower-Middle
2	20	24	21	65	Lower-Lower
3	20	16	15	51	Lower-Middle
*4	20	16	21	57	Upper-Lower
*5	35	20	21	76	Lower-Lower
6	35	20	15	70	Lower-Lower
*7	35	20	18	73	Lower-Lower
*8	35	20	21	76	Lower-Lower
*9	35	20	21	76	Lower-Lower
*10	20	15	21	56	Upper-Lower
11	30	20	15	65	Upper-Lower
12	20	12	12	44	Lower-Middle
13	20	20	21	61	Upper-Lower
14	30	20	15	65	Upper-Lower
*15	20	20	18	58	Upper-Lower
*16	20	12	21	53	Lower-Middle
17	24	24	21	69	Lower-Lower
18	20	15	21	56	Upper-Lower
19	25	20	12	57	Upper-Lower
20	25	25	18	68	Lower-Lower
21	20	20	18	58	Upper-Lower
*22	20	12	18	50	Lower-Middle
23	35	20	18	73	Lower-Lower
24	20	20	18	58	Upper-Lower
25	30	20	18	68	Lower-Lower
*26	20	12	18	50	Lower-Middle
27	20	20	18	58	Upper-Lower
28	35	20	18	73	Lower-Lower
*29	25	20	16	61	Upper-Lower
*30	20	15	15	50	Lower-Middle
31	20	12	15	47	Lower-Middle
*32	30	20	15	65	Upper-Lower
33	30	20	12	62	Upper-Lower
34	30	20	18	68	Lower-Lower
35	30	24	15	69	Lower-Lower
*36	20	30	18	68	Lower-Lower
*37	30	20	15	65	Lower-Lower
38	20	20	18	58	Upper-Lower
*39	20	12	21	53	Lower-Middle
40	30	20	21	71	Lower-Lower
*41	35	20	21	76	Lower-Lower

TABLE 10--Continued

Subject	Parents' Occupational Level	Parents' Source of Income	Parents' Educational Attainment	Total Weight	Parents' Socio-Economic Status
*42	10	16	15	41	Lower-Middle
*43	35	20	15	70	Lower-Lower
44	30	24	18	72	Lower-Lower
45	35	20	31	86	Lower-Lower
46	20	12	12	44	Lower-Middle
47	35	20	18	73	Lower-Lower
*48	35	20	15	70	Lower-Lower
49	30	20	12	62	Upper-Lower
50	10	16	12	38	Lower-Middle
51	35	20	15	70	Lower-Lower
52	20	15	15	50	Lower-Middle
*53	20	12	12	44	Lower-Middle
*54	5	16	6	27	Upper-Middle
55	20	12	18	50	Lower-Middle
56	25	24	15	64	Upper-Lower
57	35	20	21	76	Lower-Lower
58	20	20	12	52	Lower-Middle
59	20	12	21	53	Lower-Middle
60	20	16	21	57	Upper-Lower
61	15	16	6	37	Upper-Middle
62	35	20	12	67	Lower-Lower
*63	20	12	21	53	Upper-Lower
*64	35	28	21	84	Lower-Lower
*65	35	20	15	70	Lower-Lower
66	35	20	21	76	Lower-Lower
67	20	12	18	50	Lower-Middle
*68	30	20	15	65	Upper-Lower
*69	20	12	21	53	Upper-Lower
70	25	24	21	70	Lower-Lower

Intelligence Level of Subjects.--The intelligence level of the students is found in Table 11.

It was found that the mean IQ of the subjects was 82.83. The IQs ranged from a low of 59 to a high of 110. The median IQ was 81.50 and the standard deviation 9.74. The semi-interquartile range was 5.80.

Approximately 9 per cent of the subjects scored above 100 and approximately 16 per cent scored below 75.

TABLE 11
THE INTELLIGENCE LEVEL OF STUDENTS

Scores--(IQ)	Frequency	Per Cent
108 - 111	2	02.86
104 - 107	1	01.43
100 - 103	3	04.29
96 - 99	-	-
92 - 95	5	07.14
88 - 91	7	10.00
84 - 87	9	12.86
80 - 83	16	22.85
76 - 79	15	21.43
72 - 75	5	07.14
68 - 71	5	07.14
64 - 67	1	01.43
60 - 63	-	-
56 - 59	1	01.43
Total	70	100.00
Mean	82.83	Q1 76.98
Median	81.50	Q3 88.58
Sigma	9.74	Q 5.80
S.E.m	1.17	

Intelligence Level of the Boys.---The distribution of IQs for the boys in this study are found in Table 12.

TABLE 12
THE INTELLIGENCE LEVEL OF BOYS

Scores-(IQ)	Frequency	Per Cent
110 - 114	1	03.57
105 - 109	1	03.57
100 - 104	2	07.14
95 - 99	-	-
90 - 94	2	07.14
85 - 89	5	17.86
80 - 84	5	17.86
75 - 79	5	17.86
70 - 74	4	14.29
65 - 69	2	07.14
60 - 64	1	03.57
Total	28	100.00
Mean	82.85	Q1 74.50
Median	81.50	Q3 88.50
Sigma	11.95	Q 7.00
S.E.m	2.30	

The boys' mean IQ was 82.85, with a standard deviation of 11.95. Boys scoring between 74.50 and 88.50 fell within the middle quarters of the distribution. The median was 81.50 and the semi-interquartile range 7.00.

Intelligence Level of Girls.---The girls' IQs as determined by the Otis Quick-Scoring Test of Mental Ability are presented in Table 13.

TABLE 13
THE INTELLIGENCE LEVEL OF GIRLS

Scores-(IQ)		Frequency	Per Cent
100 - 104		2	04.76
95 - 99		-	-
90 - 94		6	14.29
85 - 89		8	19.05
80 - 84		11	26.19
75 - 79		11	26.19
70 - 74		2	04.76
65 - 69		1	02.38
60 - 64		-	-
55 - 59		1	02.38
Total		42	100.00
Mean	82.60	Q1	77.45
Median	82.25	Q3	87.95
Sigma	8.30	Q	5.25
S.E.m	1.25		

The girls' mean IQ was 82.60. The median 82.25, standard deviation 8.30 and the semi-interquartile range 5.25. The distribution of IQ was relatively normal. Girls scoring between 77 fell within the middle quarters of the distribution.

Comparison Between the Intelligence Level of the Boys and Girls.---The boys and girls in this study were found to have the same mean IQ. The boys had a wider spread of IQs than did the girls. No indications were found whereby the subjects made vocational preferences in accordance with IQs as measured by the Otis Quick-Scoring Test of Mental Ability. Table 14 gives the IQ of each student.

TABLE 14
THE INTELLIGENCE LEVEL OF EACH BOY AND GIRL

Subject	Score-(IQ)	Subject	Score-(IQ)
*1	82	28	101
2	94	*29	103
3	83	*30	77
*4	75	31	77
*5	70	*32	86
6	86	33	76
*7	72	34	81
*8	92	35	81
*9	88	*36	78
*10	83	*37	85
11	86	38	77
12	77	*39	69
13	88	40	83
14	74	*41	103
*15	107	*42	83
*16	71	*43	78
17	90	44	75
18	69	45	82
19	79	46	88
20	83	47	93
21	83	*48	80
*22	79	49	83
23	59	50	94
24	85	51	77
25	82	52	79
*26	64	*53	83
27	76	*54	110

TABLE 14--Continued

Subject	Score-(IQ)	Subject	Score-(IQ)
55	74	*63	69
56	82	*64	85
57	81	*65	87
58	85	66	91
59	85	67	92
60	89	*68	72
61	80	*69	94
62	101	70	78

Relative to vocational choice and intelligence level, it was found that the subjects in this study had high vocational aspirations and a relatively low intelligence level. The mean IQ for the group was 82.83. There is undoubtedly some explanation for this. However, researchers report different findings and draw different conclusions from studies of this nature.

Endicott¹ found that natural ability was not very strong in influencing vocational choices of high school students. On the other hand, Hewer² reports that intelligence plays an important role in occupational choice. Dresden states that: "In a class whose IQs on a group test run from 73 to 110, with the average around 90, I found 70 to 80 per cent choosing the professions for their careers and none chose manual or domestic labor."³ The group of students involved in this study made the

¹Endicott, op. cit.

²Vivian H. Hewer and Gerhard Neubeck, "Occupations of Fathers and Mothers of Entering University of Minnesota Freshmen, Fall, 1959, Personnel and Guidance Journal, XL (March, 1962), 622-27.

³Katherine W. Dresden, "Vocational Choices of Secondary Pupils," Occupations, XXVII (November, 1948), 104-106.

similar scores on the Otis to those students whom Dresden studied. It is also interesting to note that the students in this study leaned heavily towards the professions and expressed no desire to enter technical work or trades.

A great number of the subjects in this study expressed preferences for pursuits that appear to be beyond the mental capacity of these students.

After conducting a study in Kentucky in 1938 on Negro and white seniors, Riddle¹ concluded that the high schools do not praise the worth of occupations that are not "white collar." If that is still the case, it is going to take intensive re-orienting to get youth to think in terms of their capacity to perform tasks at certain levels of difficulty, and not think only in terms of the so-called prestige vocations.

High School Averages.---It was found that the high school grade point averages of the subjects involved in this study varied as widely as the IQ range. It was also found that the high school grade point averages were not necessarily instrumental in helping to classify the varying types or levels of occupations.

The mean high school grade point average for the subjects was 2.43.² The median grade point average was 2.36, and the standard deviation 0.44. High school grade point averages ranged from a low of 1.57 to a high of 3.58. Subjects with averages between 2.07 and 2.81 comprised the middle quarters of the distribution. The distribution was positively skewed, consequently the per cent of students who had high school grade point

¹Riddle, op. cit.

²Based on four-point system. A-4.00; B-3.00; C-2.00; D-1.00.

averages above 2.43 was low. Table 15 shows how the high school grade point averages were distributed.

TABLE 15
THE HIGH SCHOOL AVERAGES OF BOYS AND GIRLS

High School Average		Frequency	Per Cent	
3.40 - 3.59		1	01.43	
3.20 - 3.39		-	-	
3.00 - 3.19		8	11.43	
2.80 - 2.99		9	12.85	
2.60 - 2.79		8	11.43	
2.40 - 2.59		7	10.00	
2.20 - 2.39		11	15.71	
2.00 - 2.19		14	20.00	
1.80 - 1.99		8	11.43	
1.60 - 1.79		2	02.86	
1.40 - 1.59		2	02.86	
Total		70	100.00	
Mean	2.43	Q1	2.07	
Median	2.36	Q3	2.81	
Sigma	0.44	Q	0.74	
S.E.m	0.05			

High School Averages of Boys.--The mean high school grade point average for the boys was 2.30. The median was 2.34 and the standard deviation 0.44.

The boys who had high school grade point averages between 1.97 and 2.60 made up the middle quarters of the distribution, as can be seen in Table 16.

TABLE 16
BOYS' HIGH SCHOOL AVERAGES

High School Average		Frequency	Per Cent	
3.10 - 3.19		1	03.57	
2.95 - 3.09		2	07.14	
2.80 - 2.94		2	07.14	
2.65 - 2.79		-	-	
2.50 - 2.64		3	10.71	
2.35 - 2.49		4	14.29	
2.20 - 2.34		3	10.71	
2.05 - 2.19		3	10.71	
1.90 - 2.04		6	21.43	
1.75 - 1.89		3	10.71	
1.60 - 1.74		-	-	
1.45 - 1.59		1	03.57	
Total		28	99.98	
Mean	2.30	Q1	1.97	
Median	2.24	Q3	2.60	
Sigma	0.41	Q	0.63	
S.E.m	0.08			

The boys' high school grade point averages ranged from a low of 1.57 to a high of 3.12.

High School Averages of Girls.---As in the case of the boys, the girls' high school averages ranged widely. Table 17 shows this distribution of high school averages.

TABLE 17
GIRLS' HIGH SCHOOL AVERAGES

High School Average		Frequency	Per Cent
3.40 - 3.59		1	02.38
3.20 - 3.39		-	-
3.00 - 3.19		5	11.90
2.80 - 2.99		7	16.67
2.60 - 2.79		6	14.29
2.40 - 2.59		4	09.52
2.20 - 2.39		5	11.90
2.00 - 2.19		6	14.29
1.80 - 1.99		6	14.29
1.60 - 1.79		1	02.38
1.40 - 1.59		1	02.38
Total		42	100.00
Mean	2.48	Q1	2.08
Median	2.49	Q3	2.87
Sigma	0.47	Q	0.79
S.E.m	0.07		

The high school grade point average for the girls was 2.48. The median was 2.49 and the standard deviation 0.47. Those girls who had high school grade point averages between 2.08 and 2.87 made up the middle

quarters of the distribution. The high school averages ranged from a low of 1.57 to a high of 3.58.

Comparison Between the High School Averages of the Boys and Girls.--

The girls involved in this study had a higher grade point average than the boys--though the difference was but 0.18 points, which would give basically the same letter grade. The girls falling in the middle quarters of the distribution had slightly higher grade point averages than the boys. The low high school grade point average for the boys and girls was approximately the same--boys 1.57 and girls 1.59. The girls had a better grade point average at the upper level, however--boys 3.12 and girls 3.58. Table 18 shows the grade point average of each boy and girl in this study.

TABLE 18

THE HIGH SCHOOL GRADE POINT AVERAGE OF EACH BOY AND GIRL

Subject	Average	Subject	Average
*1	2.37	20	1.94
2	2.65	21	2.09
3	1.93	*22	2.43
*4	1.85	23	1.87
*5	2.64	24	3.05
6	2.22	25	2.37
*7	2.00	*26	2.00
*8	3.00	27	1.85
*9	2.37	28	3.06
*10	2.94	*29	2.25
11	2.56	*30	2.00
12	2.97	31	2.48
13	2.87	*32	1.82
14	1.59	33	2.25
*15	3.01	34	2.90
*16	2.19	35	1.94
17	3.05	*36	2.03
18	2.14	*37	1.57
19	1.62	38	3.00

TABLE 18--Continued

Subject	Average	Subject	Average
*39	2.20	55	2.02
40	2.74	56	2.79
*41	2.86	57	2.38
*42	2.37	58	2.84
*43	1.75	59	2.70
44	2.00	60	3.58
45	2.45	61	2.62
46	2.85	62	2.61
47	2.45	*63	2.09
*48	2.50	*64	2.03
49	1.93	*65	2.53
50	3.05	66	2.85
51	2.77	67	2.03
52	2.26	*68	2.03
*53	2.37	*69	2.18
*54	3.12	70	2.80

The researcher was unable to find any association between vocational preferences and high school averages.

Total Personality Adjustment.--The total personality adjustment of the subjects in this study is found in Table 19.

It was found that over 40 per cent of the subjects in this study ranked above percentile 50 on total adjustment as measured by the California Test of Personality when compared to the national norms. The mean total personality adjustment raw score for the group was 136.69, percentile 40. The median raw score was 139.72, percentile 40. The standard deviation was 20.16. Those subjects scoring between 126 and 153 fell within the middle quarters of the distribution, with the percentile rank ranging from 30 to 60.

TABLE 19

STUDENTS' TOTAL PERSONALITY ADJUSTMENT

Raw Scores	Percentile Range	Frequency	Per Cent
162 - 170	80 - 95	3	04.29
153 - 161	60 - 80	15	21.43
144 - 152	50 - 60	12	17.14
135 - 143	40 - 50	12	17.14
126 - 134	- 30	11	15.71
117 - 125	20 - 30	7	10.00
108 - 116	10 - 20	4	05.71
99 - 107	5 - 10	2	02.86
90 - 98	- 5	2	02.86
81 - 89	- 5	1	01.43
72 - 80	- 2	-	-
63 - 71	- 1	1	01.43
Total		70	100.00
Mean	136.69--percentile 40	Q1	125.91
Median	139.72--percentile 40	Q3	152.91
Sigma	20.16	Q	11.68
S.E.m	2.22		

Total Personality Adjustment of the Boys.---Table 20 gives the total personality distribution of the boys.

TABLE 20

BOYS' TOTAL PERSONALITY ADJUSTMENT

Raw Scores	Percentile Range	Frequency	Per Cent
162 - 170	80 - 95	1	03.57
153 - 161	60 - 80	6	21.53
144 - 152	50 - 60	9	32.14
135 - 143	40 - 50	3	10.71
126 - 134	- 30	3	10.71
117 - 125	20 - 30	3	10.71
108 - 116	10 - 20	-	-
99 - 107	5 - 10	1	03.57
90 - 98	- 5	1	03.57
81 - 89	- 5	1	03.57
Total		28	99.98
Mean	139.00--percentile 40	Q1	128.48
Median	145.48--percentile 50	Q3	161.50
Sigma	19.72	Q	16.50
S.E. m			

The mean total adjustment for the boys was 139, percentile 40. The median personality adjustment was 145.48, percentile 50. The standard deviation was 19.72. The boys who scored between 128 and 162 constituted the middle quarters of the distribution. The percentile rank ranged from 30 to 80. The distribution was greatly skewed, with only approximately 38 per cent of the boys scoring below the mean.

Personality Adjustment of the Girls.---Table 21 gives the total personality adjustment of the girls.

TABLE 21
GIRLS' TOTAL PERSONALITY ADJUSTMENT

Raw Scores	Percentile Range	Frequency	Per Cent
162 - 170	80 - 95	2	04.76
153 - 161	60 - 80	9	21.43
144 - 152	50 - 60	3	07.14
135 - 143	40 - 50	9	21.43
126 - 134	- 30	8	19.05
117 - 125	20 - 30	4	09.52
108 - 116	10 - 20	4	09.52
99 - 107	5 - 10	1	02.38
90 - 98	- 5	1	02.38
81 - 89	- 5	-	-
72 - 80	- 2	-	-
63 - 71	- 1	1	02.38
Total		42	99.99
Mean	131.06	Q1	117.66
Median	136.48	Q3	153.04
Sigma	21.33	Q	17.69
S.E.m	3.33		

The mean total personality adjustment for the girls was 131.06, percentile 30. The median was 136.48, percentile 40. The standard

deviation was 21.33. Approximately 33 per cent of the girls scored above percentile 50. Girls scoring between 118.53 and 153.04 made up the middle quarters of the distribution. The percentile ranks ranged from 30 to 60. Approximately 18 per cent of the girls scored below percentile 30.

Comparison Between the Total Personality Adjustment of Boys and Girls.--The boys ranked higher in total personality adjustment than the girls. The boys' median total personality adjustment was 145.48, percentile 50. The girls' median total personality adjustment was 136.48, percentile 40. Approximately 55 per cent of the boys scored at or above percentile 50, whereas only about 33 per cent of the girls scored at or above percentile 50. The total personality adjustment--raw scores and percentile rank of each student is seen in Table 22.

TABLE 22

TOTAL PERSONALITY ADJUSTMENT OF EACH BOY AND GIRL

Subject	Raw Score	Percentile
*1	162	80
2	163	80
3	160	80
*4	149	60
*5	132	30
6	129	30
*7	149	60
*8	160	80
*9	95	5
*10	151	60
11	156	70
12	114	20
13	140	40
14	127	30
*15	156	70
*16	106	10
17	157	70

TABLE 22--Continued

Subject	Raw Score	Percentile
18	131	30
19	162	80
20	139	40
21	153	60
*22	151	60
23	133	30
24	146	50
25	141	40
*26	139	40
27	151	60
28	135	40
*29	161	80
*30	144	50
31	111	10
*32	153	60
33	160	80
34	150	60
35	157	70
*36	87	5
*37	117	20
38	157	60
*39	147	50
40	110	10
*41	158	70
*42	149	60
*43	155	70
44	120	20
45	105	10
46	139	40
47	133	30
*48	151	60
49	128	30
50	157	70
51	141	40
52	135	40
*53	148	50
*54	135	40
55	122	20
56	157	70
57	68	1
58	134	30
59	141	40
60	90	5

TABLE 22--Continued

Subject	Raw Score	Percentile
61	109	10
62	118	20
*63	139	40
*64	120	20
*65	126	30
66	135	30
67	120	20
*68	123	20
*69	131	30
70	134	30

It appears that the students involved in this study were fairly well adjusted, even though half of the girls did not score at percentile 50--average total adjustment. The researcher should also like to point out that it was brought out in counseling sessions why some of the students did not score very high on some of the component parts of the instrument. It was found that quite a few of the students who lived in isolated rural areas did not score very high on the community relations sub test. It should also be pointed out that the validity of personality inventories is dubious.

Whatever the case, subjects scoring high on the California Test of Personality made the same vocational preferences on those scoring low.

Stated Interests and Measured Interests.---The Kuder Preference Record (Vocational) percentile ranks and subjects' stated interests were compared to determine the extent to which the measured interests of the subjects differed from their stated preferences. Table 23 shows the difference between the measured and stated choices.

TABLE 23

THE KUDER PREFERENCE RECORD PERCENTILE RANK AND STATED CHOICE OF EACH STUDENT

Subject	Outdoor	Mechanical	Computa- tional	Scientific	Persuasive	Artistic	Literary	Musical	Social Science	Clerical	Stated Preference
*1	16	58	35	70	39	28	27	5	97	41	Athletic Coach
2	7	3	78	23	75	43	49	92	32	97	Secretary
3	34	38	89	45	43	25	11	63	85	55	Nurse
*4	27	27	75	44	47	78	36	59	39	77	Athletic Coach
*5	31	15	40	25	36	88	66	80	61	62	Engineer
6	20	38	88	52	48	65	68	41	26	79	Secretary
*7	36	40	62	75	28	85	38	41	34	40	Technician
*8	39	25	71	99	20	42	66	69	84	50	Teacher
*9	32	12	75	93	54	64	88	28	97	11	Research Biologist
*10	18	4	12	6	29	89	76	41	93	95	Teacher
11	34	54	85	91	64	35	25	16	75	50	Nurse
12	14	24	72	22	97	54	40	15	48	98	Teacher-
13	14	35	71	81	49	21	45	47	62	60	Teacher-
14	50	45	44	43	14	54	10	40	47	40	Teacher-
*15	11	25	40	60	60	67	22	54	98	30	Athletic Coach
*16	13	33	55	40	69	63	66	76	66	60	Engineer-
17	35	32	64	97	81	19	44	25	12	77	Teacher-
18	46	70	48	49	64	60	22	50	21	71	Teacher-
19	56	21	67	75	28	40	80	28	31	55	Teacher-
20	10	21	63	35	41	20	60	12	50	75	Secretary
21	36	65	30	64	73	36	70	58	89	24	Teacher
*22	36	15	60	17	46	85	88	9	65	14	Teacher-

TABLE 23--Continued

Subject	Outdoor	Mechanical	Computational	Scientific	Persuasive	Artistic	Literary	Musical	Social Science	Clerical	Stated Preference
23	45	69	85	46	80	25	50	69	25	60	Domestic
24	42	83	83	49	46	62	66	85	17	60	Teacher-
25	57	70	73	17	25	60	30	59	45	84	Teacher-
*26	52	42	31	34	50	80	30	76	50	50	Mechanic-
27	27	42	47	22	46	83	25	30	89	50	Teacher
28	16	35	83	50	25	44	9	49	81	74	Dietitian
*29	14	50	45	80	67	50	65	16	60	50	Teacher-
*30	15	58	31	20	78	55	27	60	31	99	Teacher-
31	20	77	91	12	72	33	23	20	40	88	Secretary
*32	44	32	32	73	43	43	33	37	49	64	Teacher-
33	22	65	68	64	22	31	75	77	51	34	Teacher-
34	12	12	84	80	71	60	94	88	55	78	Teacher-
35	48	80	84	53	37	31	65	48	20	57	Teacher-
*36	4	19	60	50	62	70	60	49	74	81	Athletic Coach
*37	39	7	27	44	52	47	40	47	70	73	Painter-
38	16	42	54	34	34	17	29	64	50	68	Nurse-
*39	10	22	58	47	60	65	64	92	51	95	Musician
40	60	67	72	81	33	40	50	40	38	19	Nurse-
*41	50	65	79	92	26	15	37	77	65	49	Physician-
*42	5	14	55	30	68	50	82	83	77	93	Teacher
*43	20	5	50	53	40	63	55	86	1	81	Technician
44	69	83	94	49	28	54	50	99	30	28	Secretary-
45	9	25	31	68	50	17	22	50	24	75	Teacher-
46	25	59	60	13	73	44	40	58	26	87	Teacher-

TABLE 23--Continued

Subject	Outdoor	Mechanical	Computational	Scientific	Persuasive	Artistic	Literary	Musical	Social Science	Clerical	Stated Preference
47	18	50	60	19	33	56	50	12	75	94	Secretary
*48	9	7	79	95	18	47	70	85	50	68	Musician
49	49	42	30	41	25	81	86	90	51	52	Teacher-
50	18	22	92	71	84	55	45	91	15	85	Teacher-
51	23	19	55	15	40	80	70	77	92	22	Social Worker
52	20	60	50	9	62	60	70	75	45	52	Teacher-
*53	68	39	50	30	49	68	42	60	60	55	Undecided
*54	75	89	81	83	26	50	40	1	93	12	Biochemist
55	68	71	81	23	75	67	75	69	54	60	Teacher-
56	40	25	78	40	50	64	86	50	50	80	Secretary
57	12	35	75	23	37	43	72	82	29	84	Teacher-
58	12	12	80	65	75	20	68	64	23	99	Teacher-
59	12	44	30	50	84	27	78	72	48	43	Teacher-
60	30	80	75	94	12	27	33	76	72	29	Teacher
61	42	42	94	17	69	75	29	19	74	44	Air Force
62	14	35	30	14	87	55	90	48	39	48	Seamstress-
*63	42	22	25	61	72	53	86	70	33	91	Teacher-
*64	20	15	71	19	55	98	76	86	2	45	Athletic Coach-
*65	3	5	62	14	89	55	90	98	30	96	Musician
66	16	38	47	73	57	12	15	55	88	66	Nurse
67	16	41	73	22	75	81	17	63	35	74	Secretary
*68	3	18	45	11	34	15	85	31	58	73	Mechanic-
*69	33	3	36	40	21	73	66	97	77	91	Teacher
70	8	41	93	41	57	47	43	77	15	92	Secretary

The criterion used to determine whether or not a stated preference corresponded to the appropriate Kuder area was the percentile rank. A stated preference had to correspond to the appropriate Kuder area at percentile 70.

It was found that approximately 40 per cent of the subjects' stated vocational preferences were in accord with the area preferences on the Kuder Vocational Inventory.

Boys.---Fifty per cent of the boys who stated a preference for teaching and coaching scored at or above percentile 70 on the social service area of the Kuder. All of the boys stating a preference for music scored at or above percentile 70 on the music area. Approximately 71 per cent of the boys' stated preferences were in accord with their measured preferences as determined by the Kuder Vocational Preference Record.

Girls.---Approximately 39 per cent of the girls in this study made vocational preferences that were in accord with their measured preferences. Sixty per cent of those who chose nursing scored high on the social service and scientific areas of the Kuder. Approximately 89 per cent of those who stated a preference for secretarial work scored above percentile 70 on the clerical area. Only 13 per cent of those who stated a preference for teaching scored high enough on the Kuder for their interest area to be significant.

Comparison Between Boys' and Girls' Stated and Measured Vocational Preferences.---A greater percentage of the boys who stated teaching or coaching as a vocational preference scored high--above percentile 70--than did the girls. The girls who stated nursing and secretarial work,

with the exception of a very small percentage, scored high on the appropriate Kuder areas. All of the boys making a preference for music scored high on the appropriate area.

The reason for the great disparity between the stated and measured preferences of teaching was because the majority of those stating an interest in teaching did not score high enough on the social service area of the Kuder. So the question arises: What is more important in teaching? an interest in helping children or an interest in the subject matter area--in which the majority of these students scored high? If the latter is true, the stated and measured vocational preferences of the subjects in this study were the same. If the former is true, there existed a great disparity between the stated and measured vocational preferences of the subjects.

Persons and Other Factors Influencing Vocational Preferences.--It was found that quite a number of the subjects in this study made certain vocational preferences because of teacher influence, peer influence, and other factors. These influences can be seen in Table 24.

It was found that the most frequent reasons given by students involved in this research for making their vocational preferences were: "influenced by successful persons in the community," and "teacher influence." Thirty per cent of the subjects stated that they were influenced by successful persons in the community; and approximately 14 per cent stated that they were influenced by teachers. Table 25 gives the reason for each subject's vocational preference.

TABLE 24

SUMMARY OF THE REASONS THE STUDENTS GAVE FOR
MAKING THEIR VOCATIONAL PREFERENCES

Reasons	Frequency	Per Cent
Easiest to enter	5	07.14
Only occupation known about	4	07.14
Teacher influence	10	14.29
Successful persons in community	21	30.00
Just interested	6	08.57
Challenging	2	02.86
Want to help people	3	04.29
Childhood dream	4	05.71
Financial gain	2	02.86
Like profession	4	05.71
Demand great	2	02.86
No response	7	10.00
Total	70	100.00

TABLE 25

THE REASON GIVEN BY EACH STUDENT FOR MAKING VOCATIONAL PREFERENCE

Subject	Easiest to Enter	Only One Known	Teacher Influence	Successful Persons	Just Interested	Challenging	Want to Help	Childhood Dream	Financial Gain	Likes Profession	Demand Great	No Response
#1												
2			X		X							
3												
#4				X								
#5				X								
6				X								
#7			X									
#8					X							
#9						X						
#10							X					
11				X						X		
12												
13							X					
14												
#15	X							X				
#16		X										
17											X	
18												
19				X								
20				X								
21				X								
#22						X				X		

TABLE 25--Continued

Subject	Easiest to Enter	Only One Known	Teacher In- fluence	Successful Persons	Just In- terested	Challeng- ing	Want to Help	Childhood Dream	Financial Gain	Likes Pro- fession	Demand Great	No Re- sponse
23	X											
24			X	X								
25												
26	X											
27												
28									X	X		
29										X		
30			X	X								
31												
32				X	X							
33				X								
34				X								
35				X								
36				X								
37				X								
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TABLE 25--Continued

Subject	Easiest to Enter	Only One Known	Teacher In-Fluence	Successful Persons	Just Interested	Challenging	Want to Help	Childhood Dream	Financial Gain	Likes Profession	Demand Great	No Re-sponse
#48												
49												
50												
51					X						X	X
52												
*53	X											
*54					X							X
55				X								
56				X								
57												
58			X									
59			X									
60			X									
61			X		X							
62				X								
*63				X								
*64			X						X			
*65		X										
66												
67								X				
*68				X								X
*69				X								
70			X									

None of the students indicated that they were influenced by their parents, but 30 per cent indicated that they had been influenced by successful persons in the community.

CHAPTER III

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Introduction.--Because of individual differences--interests, abilities, values, and attitudes, it is necessary for the self-concept to be actualized and the adequate personality developed. Youth must see themselves as belonging, must feel that they are a part of the main stream of the culture in which they live. And for the youth to develop this adequate self-concept, they must be able to fit into the labor market. For it is the type of job that one holds, and the satisfaction derived, that determines how one sees himself.

The problem confronting Negro youth is his systematic exclusion from certain types of jobs. It is true that the federal government has done much to alleviate discrimination in job opportunities, but like private employment, local customs and patterns may be reflected in the hiring policies--thus creating a great disparity between Negroes who are actually employed and those who are qualified. It is within the realm of these adverse conditions that adequate information must be compiled on the Negro youth regarding their abilities, aspirations, attitudes and values. In turn, adequate educational and vocational information and counsel must be provided each Negro youth, if he is to develop to the fullest extent possible.

Problem and Methodology.---This study was concerned with the vocational preferences of seventy freshmen who entered Mary Holmes Junior College, West Point, Mississippi, in September, 1962.

The descriptive survey method of research was used in collecting data for this study.

The purpose of this study was to determine the extent to which the vocational preferences made by the students in this study were associated with their fathers' occupations; the extent of association between the students' vocational preferences and their parents' socio-economic status; the association between students' vocational preferences and their intelligence level; the association between students' high school grades and vocational preferences; the association between students' vocational preferences and their total personality adjustment. Also, to ascertain the extent to which the students' stated vocational preferences were associated with their measured preferences; and to ascertain who was most influential in determining the vocational preferences the students made.

The organizational design utilized in the implementation of this study included a review of pertinent literature; the administration of data gathering instruments--A questionnaire, the Otis Quick-Scoring Test of Mental Ability, the Kuder Preference Record (Vocational), the California Test of Personality--along with the recording of data from high school transcripts and the tabulation, analysis and presentation of these data.

Summary of Related Literature.---The following inferences were drawn as a result of a survey of the literature:

1. Parental and peer influences are the strongest determiners of the vocational choices of youth.

2. Youth should not be told emphatically what vocation they should enter, but information and counsel concerning various vocations should be made available to the youth, taking into consideration their interests and abilities.
3. The public schools do not place proper emphasis upon the occupations that are not "white collar."
4. The majority of the Negro youth entering college choose teaching because it is the easiest field in which to find employment.
5. The Negro's potential is not developed to maximal capacity because of policies of segregation in job opportunities.
6. As a result of the industrializing South, more job opportunities are opening up for Negroes--but very slowly.
7. The vocational choices made by Negro youth are "realistic" in light of the counsel and occupational information that they have received.
8. Educational and vocational guidance needs to be afforded every student.
9. Negroes of all socio-economic groups believe that they should have the same job opportunities as whites.
10. Because of limited opportunities, it is difficult for the Negro youth to actualize themselves and develop their personalities adequately.

Findings.---The following evidences were found concerning the students involved in this study:

1. The majority of the students chose professional occupations.
Very few were interested in the trades or technical occupations.
2. None of the students expressed a preference for entering any of the occupations of their fathers.
3. A majority--74 per cent--of the students were of lower-lower and upper-lower class parents.
4. The mean IQ of the group studied was 82.83. Approximately 9 per cent of the students had IQs above 100 and approximately 16 per cent had IQs below 75.
5. The mean high school grade point average of the students was 2.43--based on a four-point system.
6. Over 40 per cent of the students ranked above percentile 50 on total personality adjustment.
7. Approximately 40 per cent of the students' stated vocational preferences were in accord with their measured vocational preferences.
8. The most frequent reasons given by students for making their vocational preferences were: "influenced by successful persons in the community" and "Teacher Influence."

Conclusions.--On the basis of the findings in this study, the writer believes that the following conclusions concerning the subjects involved in this study are justified:

1. There was very little association, if any, between the students' vocational preferences and their fathers' occupations.
2. There was very little association, if any, between parents' socio-economic status and students' vocational preferences.

3. There was very little association, if any, between students' intelligence level and vocational preferences.
4. There was very little association, if any, between students' high school grades and vocational preferences.
5. There was very little association, if any between total personality adjustment and students' vocational preferences.
6. There was definite association between students' stated vocational preferences and their measured vocational preferences.
7. Successful acquaintances and teachers were the most influential factors determining the vocational preferences the students made.

Implications.--The findings and conclusions of this study appear to warrant the following implications:

1. It would appear that students from lower-lower and upper-lower socio-economic backgrounds do not hold their parents occupational status in high esteem. The students were middle class oriented.
2. It would appear that the students had not received adequate educational and vocational counsel, in that there seemed to be no regard for ability in making vocational preferences.
3. There is the possibility that the instruments used were not valid for this group, in that they were all reading instruments, and the students' reading ability could possibly have been retarded. Also, the students' attitudes toward standardized tests and questionnaires could possibly have been negative, thus affecting their performance.

Recommendations.---Based upon the findings in this study, the following recommendations are directed to the administration, director of guidance, instructional staff, and students of Mary Holmes Junior College:

1. Request that each prospective student seeking admission to the college complete and return, along with other pertinent information regarding admission, a questionnaire that has been designed especially for the purpose of determining what vocation the prospective student wishes to pursue, and why.
2. As soon as possible after orientation week, tabulate and compile all data that have been collected, along with the questionnaire responses, then counsel with each student concerning his vocational preference.
3. Purchase up-to-date occupational literature--including the Dictionary of Occupational Titles and Occupational Outlook Handbook.
4. As a part of freshman orientation, have the students research the areas in which they are interested, and report their findings in the form of term papers.
5. Each instructor in a specific subject matter area should be responsible for counseling with students interested in vocations allied with, and related to, that particular area.
6. The social studies teachers--history, economics, sociology--should keep students abreast of legislation regarding employment opportunities.

7. Invite the Civil Service area representative to speak to the student body at least once per school term. Subject this representative to intensive questioning concerning the Negro's opportunities in federal employment.
8. Conduct a follow-up on the students involved in this study--and subsequently others--after five years, and report the results in the Mississippi Teachers Association Journal.
9. Provide as much on-the-job training as possible and to the extent of the school's facilities, for those students interested in certain areas. Some areas in point: office work, for those interested in business or secretarial work; library duties, for those interested in becoming librarians; and Sunday school teaching for those interested in teaching.
10. Provide adequate information on as many types of schools and institutions as possible.
11. Encourage those students with exceptional abilities to attend colleges or universities for their junior and senior years where they will be challenged to their maximal capacity.

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APPENDIX

QUESTIONNAIRE

Date _____

Please fill in all the spaces below that apply to you.

I. Personal

1. Name _____
2. Date of Birth _____ Age _____ Sex _____
3. Permanent Address:
Street or Box and RFD No. _____
City _____, State _____
4. Marital Status - please check appropriate blank.
Single _____ Married _____
Divorced _____ Widowed _____

II. Occupational - please provide the information asked for below by writing the correct responses in the spaces provided.

1. What is your occupational interest? _____
2. How many years have you been interested in this occupation? _____
- 2.1 Please answer the following questions by checking the appropriate blank.
3. Is your father living? Yes _____ No _____
4. If the answer to item 3 above is "yes," what is his occupation?

5. Is your mother living? Yes _____ No _____
6. If item 5 above is "yes," what is her occupation? _____
7. Do you wish to enter the same occupation as your father?
Yes _____ No _____
8. Do you wish to enter the same occupation as your mother?
Yes _____ No _____
9. Presently, what is your father's employment status?
Employed _____ Unemployed _____ Self employed _____

10. If item 9 above is "unemployed," what is the source of your father's income?

None _____ Social Security Benefits _____
 Railroad Retirement _____ Veterans' Compensation _____
 Other (specify) _____

11. Presently, what is your mother's employment status?

Self employed _____ Unemployed _____ Employed _____
 Housewife _____

12. If item 11 above is "unemployed," what is the source of your mother's income?

None _____ Social Security Benefits _____
 Other (specify) _____

13. What is your father's income per year? Please check appropriate space below.

Below \$500 _____	\$2,001-\$2,000 _____	\$5,001-\$6,000 _____
\$501-\$1,000 _____	\$3,001-\$4,000 _____	\$6,001-\$7,000 _____
\$1,001-\$2,000 _____	\$4,001-\$5,000 _____	Above \$7,000 _____

14. What is your mother's income per year? Please check appropriate space below.

Below \$500 _____	\$2,001-\$3,000 _____	\$5,001-\$6,000 _____
\$501-\$1,000 _____	\$3,001-\$4,000 _____	\$6,001-\$7,000 _____
\$1,001-\$2,000 _____	\$4,001-\$5,000 _____	Above \$7,000 _____

15. Please check the appropriate space below indicating why you are interested in the occupation that you have stated above.

It is the easiest occupation to enter _____ It is the only
 occupation you know any thing about _____ Some of your teachers
 influenced you _____ You wanted to follow in the footsteps of
 some successful person(s) in your community _____ Other (specify)

III. Economic - check the correct blanks below.

1. Do your parents own their home? Yes _____ No _____
2. Do your parents rent their home from someone? Yes _____ No _____
3. How many rooms has your parents' house?
 One _____ Two _____ Three _____ Four _____
 Five _____ Six _____ More than six (specify) _____
4. Of what is your parents' home constructed?
 Brick _____ Lumber _____ Other (specify) _____
5. Where is your parents' home located?
 On a hard surface (asphalt or cement) street or road _____
 On a dirt (gravel) street or road _____
6. In the appropriate space below, check how your parents' home is heated.
 Natural gas _____ Coal _____ Butane gas _____ Wood _____
 Kerosene _____ Electricity _____ Other (Specify) _____
7. Please check the appropriate space below, stating how your parents get their water.
 From a hydrant inside the house _____ From a well _____
 From a hydrant outside the house _____ From an electric pump _____
 From a mechanical (hand pump) _____ Other (specify) _____
8. Please check the conveniences below that are found in your parents' home.
 Electric refrigerator _____ Television _____ Radio _____
 Gas stove _____ Electric Stove _____ Deep freeze _____
 Electric washing machine _____ *ELECTRIC lights* — *BATH ROOM* —
9. Do your parents own a car? Yes _____ No _____
10. If item 9 above is "yes," state the make and model of car(s)

IV. Education

1. Underline the highest grade completed in school by your father.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12. College (years) 1, 2, 3,

Bachelors degree Masters degree Ph.D. degree

2. Underline the highest grade completed in school by your mother.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12. College (years) 1, 2, 3

Bachelors degree Masters degree Ph.D. degree

2.1 Please write in the information asked for below.

3. Do your parents subscribe to any newspaper(s)? Yes _____ No _____

4. If item 3 above is "yes," name the newspaper(s) _____

5. Do your parents subscribe to ^{any} ~~and~~ magazine(s) or journal(s)?

Yes _____ No _____

6. If item 5 above is "yes," name the magazine(s) and/or journal(s) _____

V. Religious and Social - please check the blanks below that apply to you.

1. Is your father a church member? Yes _____ No _____

2. If item 1 above is "yes," state the denomination _____

3. Is your mother a church member? Yes _____ No _____

4. If item 3 above is "yes," state the denomination _____

5. Are you a member of the church? Yes _____ No _____

6. If item 5 above is "yes," state the denomination _____

7. Check the following organizations of which your father is a member.

Elks _____ Masons _____ Shriners _____ Others (specify) _____

8. Check the following organizations of which your mother is a member.

Eastern Star _____ Church auxiliaries _____ Others (specify) _____

OTIS QUICK-SCORING MENTAL ABILITY TESTS

By ARTHUR S. OTIS, PH.D.

Formerly Development Specialist with Advisory Board, General Staff, United States War Department

Gamma

AM

GAMMA TEST: FORM AM

IQ.....

For Senior High Schools and Colleges

Score.....

Read this page. Do what it tells you to do.

Do not open this booklet, or turn it over, until you are told to do so.

Fill these blanks, giving your name, age, birthday, etc. Write plainly.

Name..... Age last birthdayyears
First name, initial, and last name

Birthday..... Teacher..... Date.....19.....
Month Day

Grade..... School..... City.....

This is a test to see how well you can think. It contains questions of different kinds. Here are three sample questions. Five answers are given under each question. Read each question and decide which of the five answers below it is the right answer.

Sample a: Which one of the five things below is soft?

① glass ② stone ③ cotton ④ iron ⑤ ice.....
1 2 3 4 5

The right answer, of course, is *cotton*; so the word *cotton* is underlined. And the word *cotton* is No. 3; so a heavy mark has been put in the space under the 3 at the right. This is the way you are to answer the questions.

Try the next sample question yourself. Do not write the answer; just draw a line under it and then put a heavy mark in the space under the right number.

Sample b: A robin is a kind of —

⑥ plant ⑦ bird ⑧ worm ⑨ fish ⑩ flower....
6 7 8 9 10

The answer is *bird*; so you should have drawn a line under the word *bird*, and *bird* is No. 7; so you should have put a heavy mark in the space under the 7. Try this one:

Sample c: Which one of the five numbers below is larger than 55?

⑪ 53 ⑫ 48 ⑬ 29 ⑭ 57 ⑮ 16.....
11 12 13 14 15

The answer, of course, is 57; so you should have drawn a line under 57, and that is No. 14; so you should have put a heavy mark in the space under the 14.

The test contains 80 questions. You are not expected to be able to answer all of them, but do the best you can. You will be allowed half an hour after the examiner tells you to begin. Try to get as many right as possible. Be careful not to go so fast that you make mistakes. Do not spend too much time on any one question. No questions about the test will be answered by the examiner after the test begins. Lay your pencil down.

Do not turn this booklet until you are told to begin.

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ANSWER SHEET

Otis Quick-Scoring : Gamma : AM

Page **6**

	66	67	68	69	70
64	71	72	73	74	75
65	76	77	78	79	80
66					
67	1	2	3	4	5
68	6	7	8	9	10
69	11	12	13	14	15
70	16	17	18	19	20
71	21	22	23	24	25
72	26	27	28	29	30
73	31	32	33	34	
74	36	37	38		
75	41	42	43	44	
76	46	47	48	49	50
77	51	52	53	54	55
78	56	57	58	59	60
79	61	62	63	64	65
80	66	67	68	69	70

Page **5**

46	66	67	68	69	70
47	71	72	73	74	75
48	76	77	78	79	80
49	81	82	83	84	85
50	86	87	88	89	
51	1	2	3		
52	6	7	8	9	10
53	11	12	13	14	15
54	16	17	18	19	20
55	21	22	23	24	25
56	26	27	28	29	
57	31	32	33	34	35
58	36	37	38	39	40
59	41	42	43	44	45
60	46	47	48	49	50
61	51	52	53	54	
62	56	57	58	59	60
63	61	62	63	64	65


Page **4**

22	26	27	28	29	30
23	31	32	33	34	35
24	36	37	38	39	40
25	41	42	43		
26	46	47	48	49	50
27	51	52	53	54	55
28	56	57	58	59	60
29	61	62	63	64	65
30	66	67	68	69	70
31	71	72	73	74	75
32	76	77	78	79	80
33	1	2	3	4	
34	6	7	8	9	10
35	11	12	13	14	
36	16	17	18	19	20
37	21	22	23		
38	26	27	28	29	30
39	31	32	33	34	35
40	36	37	38	39	40
41	41	42	43	44	45
42	46	47	48	49	50
43	51	52	53		
44	56	57	58	59	60
45	61	62	63	64	


Page **3**

	1	2	3	4	5
1	6	7	8	9	10
2	11	12	13	14	15
3	16	17	18	19	20
4	21	22	23	24	25
5	26	27	28	29	30
6	31	32	33	34	35
7	36	37	38	39	
8	41	42	43	44	45
9	46	47	48	49	50
10	51	52	53	54	55
11	56	57	58	59	60
12	61	62	63	64	65
13	66	67	68	69	70
14	71	72	73	74	75
15	76	77	78	79	80
16	1	2	3	4	5
17	6	7	8	9	10
18	11	12	13	14	
19	16	17	18	19	20
20	21	22	23	24	25
21	26	27	28	29	30


1. The opposite of hate is —
 (1) enemy (2) fear (3) love (4) friend (5) joy
2. If 2 pencils cost 5 cents, how many pencils can be bought for 50 cents?
 (6) 100 (7) 10 (8) 20 (9) 25 (10) 5
3. A dog does not always have —
 (11) eyes (12) bones (13) a nose (14) a collar (15) lungs
4. A recollection that is indefinite and uncertain may be said to be —
 (16) forgotten (17) secure (18) vague (19) imminent (20) fond
5. Which of these words would come first in the dictionary?
 (21) more (22) pile (23) mist (24) pick (25) mine
6. A fox most resembles a —
 (26) pig (27) goat (28) wolf (29) tiger (30) cat
7. Gold is more costly than silver because it is —
 (31) heavier (32) scarcer (33) yellower (34) harder (35) prettier
8. The first drawing below is related to the second in the same way that the third one is to one of the remaining four. Which one? ➔




This is to this




as this




is to —




(36)







(37)




(38)




(39)
9. A radio is related to a telephone in the same way that (?) is to a railroad train.
 (41) a highway (42) an airplane (43) gasoline (44) speed (45) noise
10. The opposite of wasteful is —
 (46) wealthy (47) quiet (48) stingy (49) economical (50) extravagant
11. A debate always involves —
 (51) an audience (52) judges (53) a prize (54) a controversy (55) an auditorium
12. A party consisted of a man and his wife, his two sons and their wives, and four children in each son's family. How many were there in the party?
 (56) 7 (57) 8 (58) 12 (59) 13 (60) 14
13. One number is wrong in the following series.
 1 5 2 6 3 7 4 9 5 9
 What should that number be? ➔
 (61) 9 (62) 7 (63) 8 (64) 10 (65) 5
14. A school is most likely to have —
 (66) maps (67) books (68) a janitor (69) a teacher (70) a blackboard
15. What letter in the word WASHINGTON is the same number in the word (counting from the beginning) as it is in the alphabet?
 (71) A (72) N (73) G (74) T (75) O
16. Which word makes the truest sentence? Fathers are (?) wiser than their sons.
 (76) always (77) usually (78) much (79) rarely (80) never
17. Four of these five things are alike in some way. Which one is not like the other four?
 (1) nut (2) turnip (3) rose (4) apple (5) potatoes
18. The opposite of frequently is —
 (6) occasionally (7) seldom (8) never (9) periodically (10) often
19. This  is to this  as this  is to — ➔




(11)










(12)

















(13)



(14)
20. At a dinner there is always —
 (16) soup (17) wine (18) food (19) waiters (20) dishes
21. If 10 boxes full of apples weigh 400 pounds, and each box when empty weighs 4 pounds, how many pounds do all the apples weigh?
 (21) 40 (22) 360 (23) 396 (24) 400 (25) 404

22. If a boy can run at the rate of 5 feet in $\frac{1}{5}$ of a second, how many feet can he run in 10 seconds? (26) 1 (27) 50 (28) 250 (29) 2 (30) 25
23. A thermometer is related to temperature as a speedometer is to —
(31) fast (32) automobile (33) velocity (34) time (35) heat
24. "State of changing place" is a good definition for —
(36) advancement (37) retardation (38) rotation (39) motion (40) revision
25. If the first two statements following are true, the third is (?).
All residents in this block are Republicans.
Smith is not a Republican. Smith resides in this block.
(41) true (42) false (43) not certain
26. If the words below were arranged to make a good sentence, with what letter would the second word of the sentence begin?
same means big large the as
(46) a (47) b (48) m (49) s (50) t
27. Sunlight is to darkness as (?) is to stillness.
(51) quiet (52) sound (53) dark (54) loud (55) moonlight
28. A grandmother is always (?) than her granddaughter.
(56) smarter (57) more quiet (58) older (59) smaller (60) slower
29. Such things as looks, dress, likes, and dislikes indicate one's —
(61) character (62) wisdom (63) personality (64) gossip (65) reputation
30. A tree always has —
(66) leaves (67) fruit (68) buds (69) roots (70) a shadow
31. In general it is safest to judge a man's character by his —
(71) voice (72) clothes (73) deeds (74) wealth (75) face
32. Which of these words is related to many as exceptional is to ordinary?
(76) none (77) each (78) more (79) much (80) few
33. This  is to this  as this  is to —
(1)  (2)  (3)  (4) 
34. What is related to a cube in the same way that a circle is related to a square?
(6) circumference (7) corners (8) sphere (9) solid (10) thickness
35. Which one of these pairs of words is most unlike the other three?
(11) run — fast (12) large — big (13) loan — lend (14) buy — purchase
36. The opposite of awkward is —
(16) strong (17) pretty (18) graceful (19) short (20) swift
37. The two words superfluous and requisite mean —
(21) the same (22) the opposite (23) neither same nor opposite
38. Of the five words below, four are alike in a certain way. Which one is not like these four?
(26) push (27) hold (28) lift (29) drag (30) pull
39. The idea that the earth is flat is —
(31) absurd (32) misleading (33) improbable (34) unfair (35) wicked
40. The opposite of loyal is —
(36) treacherous (37) enemy (38) thief (39) coward (40) jealous
41. The moon is related to the earth as the earth is to —
(41) Mars (42) the sun (43) clouds (44) stars (45) the universe
42. The opposite of sorrow is —
(46) fun (47) success (48) joy (49) prosperity (50) hope
43. If the first two statements are true, the third is (?).
Frank is older than George. James is older than Frank.
George is younger than James.
(51) true (52) false (53) not certain
44. If $2\frac{1}{2}$ yards of cloth cost 30 cents, what will 10 yards cost?
(56) \$1.20 (57) 75¢ (58) 40¢ (59) \$3.00 (60) 37½¢
45. Congest means to bring together, condole means to grieve together.
Therefore con means — (61) to bring (62) together (63) to grieve (64) to bring or grieve together

46. The law of gravitation is —
 (66) obsolete (67) absolute (68) approximate (69) conditional (70) constitutional.....
47. Oil is to toil as (?) is to hate.
 (71) love (72) work (73) boil (74) ate (75) hat.....
48. If $4\frac{1}{2}$ yards of cloth cost 90 cents, what will $3\frac{1}{2}$ yards cost?
 (76) \$3.15 (77) 86 $\frac{1}{2}$ ¢ (78) 70¢ (79) 89¢ (80) 35¢.....
49. Which number in this series appears a second time nearest the beginning?
 6 4 5 3 7 8 0 9 5 9 8 8 6 5 4 7 3 0 8 9 1
 (81) 9 (82) 0 (83) 8 (84) 6 (85) 5.....
50. This  is to this  as this  is to — (86)  (87)  (88)  (89) 
51. If the first two statements following are true, the third is (?).
 Some of our citizens are Methodists. Some of our citizens are doctors.
 Some of our citizens are Methodist doctors.
 (1) true (2) false (3) not certain.....
52. Which one of the five words below is most unlike the other four?
 (6) fast (7) agile (8) run (9) quick (10) speedy.....
53. One who says things he knows to be wrong is said to be —
 (11) careless (12) misled (13) conceited (14) untruthful (15) prejudiced.....
54. If the words below were arranged to make the *best* sentence,
 with what letter would the last word of the sentence end?
 sincerity traits courtesy character of desirable and are
 (16) r (17) y (18) s (19) e (20) d.....
55. If a strip of cloth 36 inches long will shrink to 33 inches when washed,
 how many inches long will a 48-inch strip be after shrinking?
 (21) 47 (22) 44 (23) 45 (24) 46 (25) 45 $\frac{1}{2}$
56. Which of these expressions is most unlike the other three?
 (26) draw pictures (27) clean house (28) come home (29) work problems.....
57. If the following words were seen on a wall by looking at a mirror on the opposite wall,
 which word would appear exactly the same as if seen directly?
 (31) MEET (32) ROTOR (33) MAMA (34) DEED (35) TOOT.....
58. Find the two letters in the word ACTOR which have just as many letters between them in
 the word as in the alphabet. Which one of these two letters comes first in the alphabet?
 (36) A (37) C (38) T (39) O (40) R.....
59. A surface is related to a line as a line is to a —
 (41) solid (42) plane (43) curve (44) point (45) string.....
60. One number is wrong in the following series.
 1 2 4 7 11 16 23
 What should that number be?
 (46) 3 (47) 6 (48) 10 (49) 16 (50) 22.....
61. This  is to this  as this  is to — (51)  (52)  (53)  (54) 
62. How many of the following words can be made from the letters in the word
 STRANGLE, using any letter any number of times?
 greatest, tangle, garage, stresses, related, grease, nearest, reeling
 (56) 7 (57) 6 (58) 3 (59) 4 (60) 5.....
63. Which of the following is a trait of character?
 (61) reputation (62) wealth (63) influence (64) fickleness (65) strength.....

64. A statement the meaning of which is not definite is said to be —
 (66) erroneous (67) doubtful (68) ambiguous (69) distorted (70) hypothetical.....
65. Evolution is to revolution as crawl is to —
 (71) baby (72) floor (73) stand (74) run (75) hands and knees.....
66. Coming is to came as now is to —
 (76) today (77) some time (78) tomorrow (79) before now (80) hereafter.....
67. One number is wrong in the following series.
 1 2 4 8 16 32 64 96
 What should that number be?
 (1) 3 (2) 6 (3) 12 (4) 48 (5) 128.....

68. If George can ride a bicycle 60 feet while Frank runs 40 feet, how many feet can George ride while Frank runs 30 feet?
 (6) 50 (7) 10 (8) 45 (9) 20 (10) 70.....

69. What letter is the fourth letter to the left of the letter which is midway between D and I in the word REPRODUCTION?

(11) C (12) R (13) O (14) N (15) D.....

70. Which of the five things following is most like these three: ivory, snow, and milk?








(16) butter (17) rain (18) cold (19) cotton (20) water.....

71. A hotel serves a mixture of 2 parts cream and 3 parts milk.
 How many pints of milk will it take to make 25 pints of the mixture?

(21) 25 (22) $16\frac{2}{3}$ (23) 15 (24) $12\frac{1}{2}$ (25) 10.....

72. A man who spends his money lavishly for non-essentials is considered to be —

(26) fortunate (27) thrifty (28) extravagant (29) generous (30) economical.....

73. This  is to this  as this  is to — (31)  (32)  (33)  (34) 

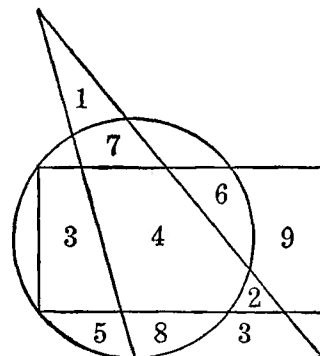
74. If the first two statements following are true, the third is (?).
 One cannot become a good violinist without much practice.
 Charles practices much on the violin. Charles will become a good violinist.
 (36) true (37) false (38) not certain.....

75. Which of these expressions is most unlike the other three?

(41) small to tiny (42) pretty to beautiful (43) warm to hot (44) excellent to good.....

76. If the words below were rearranged to make a good sentence,
 the *fifth* word in the sentence would begin with what letter?
 life friends valuable to The make asset in a is ability

(46) l (47) f (48) v (49) t (50) a.....



77. What number is in the space that is in the rectangle and in the triangle but not in the circle?

(51) 1 (52) 2 (53) 3 (54) 4 (55) 5.....

78. What number is in the same geometrical figure or figures (and no others) as the number 6?

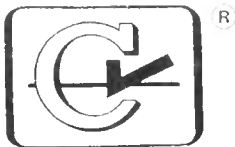
(56) 1 (57) 2 (58) 3 (59) 4 (60) 5.....

79. How many numbers are there each of which is in two geometrical figures but only two?

(61) 1 (62) 2 (63) 3 (64) 4 (65) 5.....

80. If a wire 40 inches long is to be cut so that one piece is $\frac{2}{3}$ as long as the other piece, how long must the shorter piece be?

(66) $26\frac{2}{3}$ in. (67) $39\frac{1}{3}$ in. (68) 18 in. (69) 24 in. (70) 16 in.....



Secondary • GRADES 9 to College • form AA

California Test of Personality

1953 Revision

Devised by

ERNEST W. TIEGS, WILLIS W. CLARK, AND LOUIS P. THORPE

Do not write or mark on this booklet unless told to do so by the examiner.

Name Grade Sex
Last First Middle M-F
School City Date of
Test
Month Day Year
Examiner () Student's Age Date of
Birth
Month Day Year

INSTRUCTIONS TO STUDENTS:

This booklet contains some questions which can be answered YES or NO. Your answers will show what you usually think, how you usually feel, or what you usually do about things. Work as fast as you can without making mistakes.

DO NOT TURN THIS PAGE UNTIL TOLD TO DO SO.

S

INSTRUCTIONS TO STUDENTS

DO NOT WRITE OR MARK ON THIS TEST BOOKLET UNLESS TOLD TO DO SO BY THE EXAMINER.

You are to decide for each question whether the answer is YES or NO and mark it as you are told. The following are two sample questions:

SAMPLES

- A. Do you have a dog at home? YES NO
B. Can you drive a car? YES NO

DIRECTIONS FOR MARKING ANSWERS

ON ANSWER SHEETS

Make a heavy black mark under the word YES or NO, whichever shows your answer. If you have a dog at home but cannot drive a car, you would mark the answer sheet this way:

	YES	NO
A		
B		

Mark under the word that shows your answer.
Find answer row number 1 on your answer sheet.
Now wait until the examiner tells you to begin.

ON TEST BOOKLETS

Draw a circle around the word YES or NO, whichever shows your answer. If you have a dog at home, draw a circle around the word YES in Sample A above; if not, draw a circle around the word NO. Do it now.

If you can drive a car, draw a circle around the word YES in Sample B above; if not, draw a circle around the word NO. Do it now.

Now wait until the examiner tells you to begin.

After the examiner tells you to begin, go right on from one page to another until you have finished the test or are told to stop. Work as fast as you can without making mistakes. Now look at item 1 on page 3.

SECTION 1 A

1. Do you often act as leader when working with other people? YES NO
2. Is it easy for you to introduce or be introduced to people? YES NO
3. Do you find it hard to keep from being bossed by people? YES NO
4. Is it hard for you to continue with your work when it becomes difficult? YES NO
5. Do you give considerable thought to your future work or career? YES NO
6. Do you take an active part in making decisions when with other people? YES NO
7. Is it easier to do things that your friends propose than to make your own plans? YES NO
8. Do you usually do things that are good for you even if you do not like them? YES NO
9. Is it hard for you to admit when you are wrong? YES NO
10. Do you usually keep at your plans until they are finished? YES NO
11. Do you feel uncomfortable when you are alone with important people? YES NO
12. Do you prefer some competition to working alone in your own way? YES NO
13. Is it easy for you to wait until the appropriate time to do things? YES NO
14. Do you usually get discouraged when other people disagree with you? YES NO
15. Is it natural for you to feel like crying or pitying yourself whenever you get hurt? YES NO

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THE NEXT COLUMN

Section 1 A
(number right)

SECTION 1 B

16. Do your friends seem to think you have likable traits? YES NO
17. Do people seem to think that you are dependable? YES NO
18. Do you feel that you are not very good at handling money? YES NO
19. Do you feel that people often treat you rather badly? YES NO
20. Are you often invited to parties that both boys and girls attend? YES NO
21. Do most of your friends and classmates do nice things for you? YES NO
22. Do your folks seem to think that you are going to amount to something? YES NO
23. Do people seem to think well of your family's social standing? YES NO
24. Are you usually considered brave or courageous? YES NO
25. Are you considered a failure in many of the things you do? YES NO
26. Are you often discouraged because people fail to recognize your worth? YES NO
27. Do your friends seem to think that your ideas are usually poor? YES NO
28. Do you feel that people recognize your social standing as they should? YES NO
29. Are you usually given credit for the good judgment you show? YES NO
30. Do members of the opposite sex seem to like you? YES NO

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Section 1 B
(number right)

SECTION 1 C

- | | | |
|---|-----|----|
| 31. Do you have enough time for play or recreation? | YES | NO |
| 32. Do your parents cause you embarrassment when you associate with the opposite sex? | YES | NO |
| 33. Are you scolded for many little things that do not amount to much? | YES | NO |
| 34. Do you frequently have to stand up for your freedom or other rights? | YES | NO |
| 35. Do you work to earn part or all of your spending money? | YES | NO |
| 36. Do you frequently have to ask for more freedom? | YES | NO |
| 37. Do some people try to dominate you so much that you have to resist them? | YES | NO |
| 38. Are you allowed to say what you believe about things? | YES | NO |
| 39. Do your folks often try to stop you from going around with your friends? | YES | NO |
| 40. Do you have to do what other people tell you to do most of the time? | YES | NO |
| 41. Do you feel that you are bossed around too much by your folks? | YES | NO |
| 42. Are you usually allowed to attend the socials or shows that you like? | YES | NO |
| 43. Do you feel that you are given enough liberty to do what you want to do? | YES | NO |
| 44. Do you sometimes go out with members of the opposite sex? | YES | NO |
| 45. Are you free to go to interesting places during your spare time? | YES | NO |

SECTION 1 D

- | | | |
|--|-----|----|
| 46. Do you feel that you fit well into the community in which you live? | YES | NO |
| 47. Do you often worry about your lack of true friendships? | YES | NO |
| 48. Do you feel that your relatives are as attractive and successful as those of your friends? | YES | NO |
| 49. Do you feel that your classmates are glad to have you as a member of their school? | YES | NO |
| 50. Do the people at home make you feel that you are an important part of the family? | YES | NO |
| 51. Are you regarded as being as healthy and strong as most of your friends and classmates? | YES | NO |
| 52. Have you often wished that you had different parents than you have? | YES | NO |
| 53. If you are a young man, are you liked by the young women? If you are a young woman, do the young men like you? | YES | NO |
| 54. Have you found it difficult to make as many friends as you wish? | YES | NO |
| 55. Are you well enough liked at home that you feel happy there? | YES | NO |
| 56. Are you invited to groups in which both young men and women are present? | YES | NO |
| 57. Do you have enough friends to make you feel good? | YES | NO |
| 58. Do you feel that you are an important part of your school? | YES | NO |
| 59. Do your friends and acquaintances seem to have a better time at home than you do? | YES | NO |
| 60. Do you feel that people usually think well of you? | YES | NO |

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Section 1 C

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Section 1 D

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SECTION 1 E

61. Are people frequently so unkind or unfair to you that you feel like crying? YES NO
62. Do you find it difficult to associate with the opposite sex? YES NO
63. Do you find that many people seem perfectly willing to take advantage of you? YES NO
64. Do you have many problems that cause you a great deal of worry? YES NO
65. Do you find it hard to meet people at social affairs? YES NO
66. Are your responsibilities and problems often such that you cannot help but get discouraged? YES NO
67. Do you often feel lonesome even when you are with people? YES NO
68. Have you found that a good many people are hard to like? YES NO
69. Do you find many people inclined to say and do things that hurt your feelings? YES NO
70. Are you sorry that you are continually growing older? YES NO
71. Do you find it difficult to overcome the feeling that you are inferior to others? YES NO
72. Is it hard for you to forget humiliating experiences? YES NO
73. Does it seem to you that younger persons have an easier and more enjoyable life than you do? YES NO
74. Do you often feel that people do not appreciate you or treat you as they should? YES NO
75. Are certain people so unreasonable that you can't help but hate them? YES NO

SECTION 1 F

76. Are you likely to stutter when you get worried or excited? YES NO
77. Are you bothered by periodic dizzy spells? YES NO
78. Do you have the habit of biting your fingernails? YES NO
79. Do you have frequent headaches for which there seems to be no cause? YES NO
80. Do you sometimes walk or talk in your sleep? YES NO
81. Do you suffer often from annoying eyestrain? YES NO
82. Is it hard for you to sit still? YES NO
83. Are you more restless than most people? YES NO
84. Are you inclined to drum restlessly with your fingers on tables, desks, and chairs? YES NO
85. Do people frequently speak so indistinctly that you have to ask them to repeat what they have said? YES NO
86. Do you lose a great deal of sleep because of worry? YES NO
87. Do you find that you are tired a great deal of the time? YES NO
88. Do you often have considerable difficulty in going to sleep? YES NO
89. Do you sometimes have nightmares? YES NO
90. Do your muscles twitch some of the time? YES NO

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Section 1 F
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SECTION 2 A

91. Is it all right to create a scene in order to get your own way? YES NO
92. Does finding an article give a person the right to keep or sell it? YES NO
93. Is it all right to ignore teachers' requests if they appear to be unfair? YES NO
94. If they look funny enough, is it all right to laugh at people who are in trouble? YES NO
95. Should students follow their parents' instructions even though their friends advise differently? YES NO
96. Is it always necessary to express appreciation for help or favors? YES NO
97. Should one respect the property of people who are very rich? YES NO
98. Is it necessary to be especially friendly to new students? YES NO
99. If you need something badly enough and cannot buy it, are there times when it is all right to take it? YES NO
100. Is it all right to cheat in a game when you will not get caught? YES NO
101. Is it necessary to obey "No Trespassing" signs? YES NO
102. Should a person be courteous to disagreeable people? YES NO
103. Are the beliefs of some people so absurd that it is all right to make fun of them? YES NO
104. Do older or elderly people deserve any special help not given others? YES NO
105. Do rich people deserve better treatment than poor ones? YES NO

SECTION 2 B

106. Do you often introduce people to each other? YES NO
107. Do you find that many people are easily offended by you? YES NO
108. Is it easy for you to talk with people as soon as you meet them? YES NO
109. Is it difficult for you to compliment people when they do something well? YES NO
110. Do you often assist in planning parties? YES NO
111. Do you usually remember the names of people you meet? YES NO
112. Do you frequently find it necessary to disregard the feelings of other people? YES NO
113. Do you frequently find it necessary to interrupt a conversation? YES NO
114. Do you attempt new games at parties even when you haven't played them before? YES NO
115. Do you find that it causes you trouble when you help others? YES NO
116. Do you have many friends rather than just a few? YES NO
117. Do you find that members of the opposite sex appear at ease when chatting with you? YES NO
118. Do you like to have parties at your home? YES NO
119. Do you find it hard to help others have a good time at parties? YES NO
120. Is it hard for you to lead in enlivening a dull party? YES NO

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Section 2 A
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SECTION 2 C

- | | | |
|---|-----|----|
| 121. Are you justified in taking things that are denied you by unreasonable people? | YES | NO |
| 122. Have things ever been so bad at home that you have had to run away? | YES | NO |
| 123. Are you often forced to show some temper in order to get what is coming to you? | YES | NO |
| 124. Do you often have to make your classmates do things that they don't want to do? | YES | NO |
| 125. Are people often so stubborn that you have to call them bad names? | YES | NO |
| 126. Do you find it easy to get out of trouble by telling "white lies"? | YES | NO |
| 127. Do people often provoke you to the point where you feel justified in swearing? | YES | NO |
| 128. Are some people so unfair that you are justified in being sarcastic to them? | YES | NO |
| 129. Are many people so narrow-minded that they force you to quarrel with them? | YES | NO |
| 130. Are teachers and other people often so unfair that you do not obey them? | YES | NO |
| 131. Do you often have to fight or quarrel in order to get your rights? | YES | NO |
| 132. Are people often so thoughtless of you that you have a right to be spiteful to them? | YES | NO |
| 133. Do little "kids" often get in your way so that you have to push or frighten them? | YES | NO |
| 134. Are people at home or at school always bothering you so that you just have to quarrel? | YES | NO |
| 135. Do you have to stand up for your rights? | YES | NO |

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Section 2 C
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SECTION 2 D

- | | | |
|---|-----|----|
| 136. Are you troubled because your parents are not congenial? | YES | NO |
| 137. Do the members of your family frequently have good times together? | YES | NO |
| 138. Do your folks take time to become acquainted with your problems? | YES | NO |
| 139. Does someone at home like to have you bring your friends to the house? | YES | NO |
| 140. Are things difficult for you because your folks are usually short of money? | YES | NO |
| 141. Are you troubled because your folks differ from you regarding the things you like? | YES | NO |
| 142. Do you like your parents about equally? | YES | NO |
| 143. Do you wish that more affection were shown by more members of your family? | YES | NO |
| 144. Do your folks appear to doubt whether you will be successful? | YES | NO |
| 145. Do the members of your family seem to criticize you a lot? | YES | NO |
| 146. Do you usually like to be somewhere else than at home? | YES | NO |
| 147. Do you avoid inviting others to your home because it is not as nice as theirs? | YES | NO |
| 148. Do some of those at home seem to think they are better than you? | YES | NO |
| 149. Are your folks reasonable to you when they demand obedience? | YES | NO |
| 150. Do you sometimes feel like leaving your home for good? | YES | NO |

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Section 2 D
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SECTION 2 E

- | | | |
|--|-----|----|
| 151. Are you usually a member of a club, team, or other organization at school? | YES | NO |
| 152. Are your classmates usually friendly to you? | YES | NO |
| 153. Would you like to be chosen more often to take part in games and other activities? | YES | NO |
| 154. If it were right, would you stay away from school as often as possible? | YES | NO |
| 155. Do you find that classmates of the opposite sex are as nice as those of your own sex? | YES | NO |
| 156. Would you be happier if your classmates liked you better? | YES | NO |
| 157. Does it seem to you that many of your teachers are nervous? | YES | NO |
| 158. Do many of the teachers seem to be unfair or unreasonable to their students? | YES | NO |
| 159. Do you like to go to school affairs with members of the opposite sex? | YES | NO |
| 160. Would you and your classmates like school better if teachers were not so strict? | YES | NO |
| 161. Do you enjoy being alone more than being with your classmates? | YES | NO |
| 162. Do you find that you can confide in at least one of your teachers? | YES | NO |
| 163. Are many of your classmates so unkind or unfriendly that you avoid them? | YES | NO |
| 164. Do your classmates seem to approve of the way you treat them? | YES | NO |
| 165. Do you feel that some teachers prefer other students to you? | YES | NO |

SECTION 2 F

- | | | |
|--|-----|----|
| 166. Are there any attractive members of the opposite sex in your neighborhood? | YES | NO |
| 167. Do you like to take care of your own or some neighbor's pets? | YES | NO |
| 168. Do you dislike taking responsibility for the welfare or safety of children or old people? | YES | NO |
| 169. Do you know people who are so annoying that you would like to molest them? | YES | NO |
| 170. Do you often play games with friends in your neighborhood? | YES | NO |
| 171. Is there a church or other organization in your neighborhood where you meet congenial people? | YES | NO |
| 172. Are there people of certain races that one should not be expected to tolerate? | YES | NO |
| 173. Do you live in a rather uninteresting neighborhood? | YES | NO |
| 174. Are the police officers of such a character that you would like to help them? | YES | NO |
| 175. Do you visit with several young men and women in your neighborhood? | YES | NO |
| 176. Do you sometimes go to neighborhood affairs with members of the opposite sex? | YES | NO |
| 177. Do you ever do anything to improve the appearance of your home surroundings? | YES | NO |
| 178. For the most part, are your neighbors the kind of people you like? | YES | NO |
| 179. Are most of the people in your community the kind you refrain from visiting? | YES | NO |
| 180. Do you usually speak to both young men and young women in your neighborhood? | YES | NO |

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Section 2 E
(number right)

STOP NOW WAIT FOR FURTHER INSTRUCTIONS

Section 2 F
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SCIENCE RESEARCH ASSOCIATES



KUDER PREFERENCE RECORD

VOCATIONAL

FORM CH

259 EAST ERIE STREET, CHICAGO 11, ILLINOIS

KUDER PREFERENCE RECORD

VOCATIONAL

FORM CH

Prepared by G. Frederic Kuder, Editor, *Educational and Psychological Measurement*
Professor of Psychology, Duke University

This blank is used for obtaining a record of your preferences. It is not a test. There are no right or wrong answers. An answer is right if it is true of you.

A number of activities are listed in groups of three. Read over the three activities in each group. Decide which of the three activities you like **most**. There are two circles on the same line as this activity. Punch a hole with the pin through the left-hand circle following this activity. Then decide which activity you like **least** and punch a hole through the right-hand circle of the two circles following this activity.

In the examples below, the person answering has indicated for the first group of three activities, that he would usually like to **visit a museum most**, and **browse in a library least**. In the second group of three activities, he has indicated he would ordinarily like to **collect autographs most** and **collect butterflies least**.

EXAMPLES

Put your answers to these questions in column O.

- P. Visit an art gallery
- Q. Browse in a library
- R. Visit a museum
- S. Collect autographs
- T. Collect coins
- U. Collect butterflies

	O	
	● P ●	
	● Q ○	← LEAST
MOST →	○ R ●	
	○ S ●	
MOST →	● T ●	
	● U ○	← LEAST

Some of the activities involve preparation and training. In such cases, please suppose that you could first have the necessary training. Do not choose an activity merely because it is new or unusual. Choose what you would like to do if you were equally familiar with all of the activities.

In some cases you may like all three activities in a group. In other cases you may find all three activities unpleasant. Please show what your first and last choices would be, however, if you *had* to choose.

Some activities may seem trivial or foolish. Please indicate your choices, anyway, for all of the groups. Otherwise we cannot give you a complete report. Your answers will be kept strictly confidential.

Please do not spend a lot of time on one group. Put down your first reaction and go on. Do not discuss the activities with anyone. An answer is worthless unless it is your own judgment.

If you want to change an answer, punch two more holes close to the answer you wish to change; then punch the new answer in the usual way. Hold the pin straight up and down when you punch your answers.

Now go ahead with the activities on the next page.

LIST OF WORDS AND PHRASES

Occasionally persons run across words in the *Preference Record—Vocational* which are unfamiliar to them. If you find a strange word or phrase, the list below may help you to understand it.

- Accountant**—a person who keeps and checks financial records
- Accounting**—a system of keeping financial records
- Accounting machines**—machines which calculate and record financial accounts
- Aquarium**—a place where fish and other water animals are exhibited
- Artificial lung**—a machine which helps a person to breathe when he might otherwise be unable to
- Bookkeeper**—a person who keeps financial records
- Bookplate**—a label pasted inside a book to show who owns it
- Browse**—to read here and there in a library or book
- Cabinet-making**—the process of cutting, shaping and putting together wood furniture
- Calculating machine**—a machine which adds, subtracts, multiplies and divides
- Certified public accountant**—an accountant (a person who keeps and checks financial records) who has passed a State examination in accounting
- Chemical analysis**—the process of finding what a substance is made of
- City directory**—a book which lists names and addresses of all people in a city
- Clearance**—(see "Slum clearance projects")
- Clerical**—having to do with the work of clerks in offices
- Community Chest pledges**—sums of money promised to the Community Chest (a charity organization)
- Compile data**—collect information about something
- Compute**—calculate; add up
- Contract bridge**—a card game played by four persons
- Copy**—written material
- Cost accounting**—a system of financial records that show the costs of business
- Critic (dramatic, literary)**—a person who writes opinions about plays or books for a newspaper or magazine
- Data**—information about something, often including numbers
- Directory, city**—(see "City directory")
- Draft of a report**—outline or first copy of a report
- Edit**—prepare for publication
- Effectiveness**—the ability to produce results
- Erection**—construction
- Erosion**—the wearing away of soil by wind or water
- Financier**—man skilled in financial operations
- Graph**—diagram of lines to represent certain statistics
- Handicraft**—a craft requiring skill with one's hands
- Linoleum block**—material in which designs can be cut for printing on cloth and paper
- Literary**—pertaining to books and literature
- Livestock**—cattle
- Machinist**—a man who operates a machine
- Mimeograph**—a kind of machine which copies from a stencil
- Office efficiency systems**—ways to do office work better and faster
- Polo**—a game played on horseback
- Predicting trends in business**—foretelling whether business is going to be good or bad
- Printer's proof**—first printing of a book, magazine, or newspaper which is examined for necessary corrections
- Prompter**—a person who whispers lines when an actor forgets them
- Proof for a newspaper**—(see "Printer's proof")
- Psychologist**—a specialist in studying the way people act
- Psychology**—the study of the way people act
- Salesmanship**—the art of selling things
- Scrapbook**—a book in which pictures and clippings can be pasted
- Shampoo**—hair-wash
- Shorthand**—a rapid method of writing which uses symbols for words
- Slum clearance projects**—projects to tear down old over-crowded buildings and tenements to replace them with new dwellings
- Social worker (social service visitor)**—a person who gives assistance (medical, financial, etc.) to families that are in need
- Sociology**—the science dealing with people living in groups
- Solicit**—to ask for
- Statistical tables**—a collection of statistics
- Statistics**—facts and information given in terms of numbers
- Stenography**—the art of writing in shorthand
- Trends**—(see "Predicting trends in business")

- a. Take special notice of people when you are traveling
- b. Take special notice of the scenery when you are traveling
- c. Take special notice of the crops when you are traveling
- d. Read lessons to a blind student
- e. Keep a record of traffic past a certain point
- f. Interview people in a survey of public opinion
- g. Go to the amusements at a country fair
- h. See the exhibits of canned goods at a country fair
- j. See the livestock at a country fair
- k. Exercise in a gymnasium
- l. Go fishing
- m. Play baseball
- n. Browse in a library
- p. Watch a rehearsal of a large orchestra
- q. Visit an aquarium
- r. Collect the signatures of famous people
- s. Collect butterflies
- t. Collect pieces of different kinds of wood
- u. Visit an exhibit of famous paintings
- v. Visit an exhibit of various means of transportation
- w. Visit an exhibit of laboratory equipment
- x. Sell vegetables
- y. Be an organist
- z. Raise vegetables
- A. Be the chairman of the social committee for a club dance
- B. Decorate the hall for the dance
- C. Send out the announcements of the dance
- D. Visit a museum of science
- E. Visit an advertising agency
- F. Visit a factory in which typewriters are made
- G. Read a story to a sick person
- H. Teach tricks to a dog
- J. Take apart a toy that won't work to see how to repair it
- K. Take a course in sketching
- L. Take a course in biology
- M. Take a course in metal working
- N. Build bird houses
- P. Write articles about birds
- Q. Draw sketches of birds
- R. Tinker with a broken sewing machine
- S. Play a piano
- T. Sketch an interesting scene

- A. Listen to a radio program on how to grow good fruit
- B. Listen to a radio program on how to make things of plastic
- C. Listen to a radio program on how to get natural photographs of wild animals
- D. Write a newspaper column of advice on personal problems
- E. Raise fine dogs
- F. Conduct studies on the effectiveness of different types of sales letters
- G. Be an authority on contract bridge
- H. Be an authority on soil erosion
- J. Be an authority on billboard advertising
- K. Visit a motion picture studio
- L. Visit a national park famous for its mountain scenery
- M. Visit a former battlefield
- N. Read about famous men and women in public life
- P. Read various writers' descriptions of what an ideal world would be like
- Q. Read about the lives of the early pioneers of the country
- R. Advise people concerning improving their personalities
- S. Catch rare animals for a museum
- T. Cash checks for people in a bank
- U. Belong to a group for the discussion of problems of modern life
- V. Belong to a literary discussion club
- W. Belong to an amateur astronomy club
- X. Associate with average people
- Y. Associate with people who look queer and have unusual ideas
- Z. Associate with carefree people whose behavior attracts a good deal of attention
- a. Teach classes in English to applicants for citizenship
- b. Sell stocks and bonds
- c. Be the chief cook in a fine restaurant
- d. Develop new varieties of flowers
- e. Conduct advertising campaigns for florists
- f. Take telephone orders in a florist's shop
- g. Be the director of a group conducting research on propaganda methods
- h. Be a dean in a university
- j. Be an expert on color photography
- k. Draw the pictures for a history of the world
- l. Develop a variety of pitless cherry
- m. Coach a group that wins first place in a national dramatic contest
- n. Earn part of your expenses in college by helping in a laboratory
- p. Earn part of your expenses in college by scoring examination papers
- q. Earn part of your expenses in college by playing in an orchestra
- r. Write a history of the Red Cross
- s. Search for information which would shed new light on a famous historical event
- t. Write a musical comedy

- a. Teach English
- b. Take orders for merchandise over the telephone
- c. Ask people's opinion over the telephone for a survey of public opinion
- d. Be a person who buys merchandise to be sold in a department store
- e. Interview people applying for work in a store
- f. Be a cowboy
- g. Be in charge of employing people for a business
- h. Write articles about wild animals
- j. Write a column of personal advice for a newspaper
- k. Read about modern business methods
- l. Read about customs of people in other countries
- m. Read about modern farming methods
- n. Work at a weather station in the Arctic
- p. Work at a weather station in a city
- q. Work at a weather station in the mountains
- r. Be well known as a director of scientific research
- s. Be well known as a social worker
- t. Be well known as a literary critic
- u. Design the scenery for a play
- v. Make a chemical analysis of a new toothpaste
- w. Write an article for housewives on how to repair household appliances
- x. Interview applicants for relief
- y. Try out different sales letters to see which type works best
- z. Work on the development of more efficient methods of handling office work
- A. Edit the financial news for a newspaper
- B. Work on the development of a lighter and stronger metal
- C. Manage a model village for factory workers
- D. Visit a fine art museum
- E. Visit a recreation center for people in the slums
- F. Visit a famous medical research laboratory
- G. Be responsible for dismissing unsatisfactory workers from a company
- H. Be responsible for talking to workers who are not doing very good work
- J. Be responsible for hiring new workers for a company
- K. Compile a dictionary of slang
- L. Discover a cure for hay fever
- M. Install improved office procedures in a big business
- N. Read about the history of the drama
- P. Read about early musical forms
- Q. Read about experiments on the effect of language on behavior
- R. Make chemical analyses of new commercial products
- S. Work on developing an artificial lung which will allow wearer to move about freely
- T. Construct charts to show business conditions

- A. Put advertising circulars in cars passing a street corner
- B. Count the number of cars passing the corner at different hours
- C. Direct traffic at the street corner
- D. Give exercises to crippled children
- E. Grow vegetables for the market
- F. Teach basket-making and weaving
- G. Solicit money for a community chest
- H. Write daily reports of the progress of a community chest drive
- J. Make a record of the community chest pledges as they come in
- K. Take charge of the arrangements for a big wedding
- L. Address the invitations to a big wedding
- M. Write a news article about a big wedding
- N. Write novels
- P. Conduct research on the psychology of music
- Q. Make pottery
- R. Conduct research on the effectiveness of various types of selling methods
- S. Sort mail in a post office
- T. Raise chickens
- U. Write a newspaper column on current events
- V. Give popular lectures on chemistry
- W. Help young people select their vocations
- X. Have someone you trust make your decisions for you most of the time
- Y. Have someone you trust make your decisions for you once in a while
- Z. Make all your decisions yourself
- a. Supervise a large department in a store
- b. Conduct research on television
- c. Be the director of recreation for a welfare organization
- d. Supervise the work of several typists
- e. Interview people who are applying for jobs
- f. Be a private secretary
- g. Draw a comic strip
- h. Write advertising for electrical appliances
- j. Operate a truck farm
- k. Experiment with making some candy for which you don't know the recipe
- l. Tell stories to children
- m. Paint water colors
- n. Do chemical research
- p. Interview applicants for employment
- q. Write feature stories for a newspaper
- r. Sketch an interesting scene
- s. Try out various types of sails on a toy sailboat to see which works best
- t. Write an essay in the style of a certain author

- a. Sell tickets for an amateur play
- b. Prepare the copy for the programs and tickets for the play
- c. Be the treasurer for the play
- d. Determine the cost of producing a new type of dishwasher
- e. Convince financiers to back a company to make the dishwasher
- f. Teach people to use the dishwasher
- g. Organize results from surveys of public opinion
- h. Write editorials for a newspaper
- j. Teach handicraft in a camp for children from the slums
- k. Read about the causes of various diseases
- l. Read about how leaders of industry achieved success
- m. Read about how to raise livestock
- n. Go to a party where most of the people are strangers
- p. Go to a party where you know most of the people
- q. Go to a party composed equally of strangers and people you know
- r. Sell artists' supplies
- s. Grow seed for florists
- t. Raise white mice for scientists
- u. Perform laboratory experiments
- v. Make furniture
- w. Sell insurance
- x. Weigh packages and look up how much postage they should have
- y. Read manuscripts submitted for publication
- z. Try out new automobiles to find out how they can be improved
- A. Be an expert on cutting jewels
- B. Conduct research on developing a substitute for rubber
- C. Be a radio music commentator
- D. Help in a sickroom
- E. Sell musical instruments
- F. Repair household appliances
- G. Design flower pots
- H. Supervise the manufacture of flower pots
- J. Work out a more efficient method of making flower pots
- K. Compute customers' bills in a cafeteria
- L. Teach children to make model airplanes
- M. Keep the records for a scientist conducting medical research
- N. Direct a playground for underprivileged children
- P. Be a cook in a restaurant
- Q. Sell chemical supplies
- R. Assemble a good assortment of woodworking tools
- S. Make a scrapbook of pictures of paintings you like
- T. Get together a first-aid kit for use in an emergency

- A. Direct an amateur play
- B. Get the programs and tickets printed for the play
- C. Write the play
- D. Play checkers with someone who usually beats you
- E. Play checkers with someone who hardly ever beats you
- F. Play checkers with someone of about your own ability
- G. Prepare the advertising copy for a new dishwasher
- H. Determine the cost of producing the dishwasher
- J. Sell dishwashers
- K. Write a column of local gossip for a newspaper
- L. Write a column of personal advice for a newspaper
- M. Write a column on gardening for a newspaper
- N. Be an explorer
- P. Be a designer
- Q. Be an inventor
- R. Pick cherries
- S. Drive a tractor on a farm
- T. Work in a chemistry laboratory
- U. Take a course in public speaking
- V. Study sociology
- W. Study story writing
- X. Operate a calculating machine
- Y. Put together the parts of calculating machines
- Z. Sell calculating machines
- a. Build boats
- b. Settle labor disputes
- c. Compose music
- d. Be the most successful tractor salesman in the country
- e. Be a certified public accountant
- f. Be an authority on taxation
- g. Develop more efficient office methods for business concerns
- h. Be a practical nurse
- j. Develop improved recipes for baked goods
- k. Repair a broken connection on an electric iron
- l. Build a fire in a fireplace
- m. Type a letter for a friend
- n. Manage a music store
- p. Draw plans for buildings
- q. Investigate social conditions in various communities
- r. Take apart a new mechanical toy to see how it works
- s. Play checkers
- t. Play chess

- a. Keep the books for a business concern
- b. Develop new flowers
- c. Consult with people on their personal problems
- d. Catch fish for a living
- e. Pick out the trees to be cut down in forests
- f. Paint cars in a factory
- g. Be a social service visitor
- h. Be the social secretary of a famous person
- j. Prepare the advertising for a publishing house
- k. Write up a true story for a magazine
- l. Write an article on how to raise poultry
- m. Write an article about first aid methods
- n. Wait on table in a restaurant
- p. Look up addresses of lists of people in a city directory
- q. Take care of sick people
- r. Model in clay
- s. Write an article on the psychology of convincing people
- t. Be the prompter for an amateur play
- u. Be a physician
- v. Be a sculptor
- w. Be a journalist
- x. Answer letters of inquiry about a new make of typewriter
- y. Compile data on the sales of the typewriter
- z. Keep the typewriters in order for customers
- A. Study propaganda methods used in war
- B. Make a study of office-efficiency systems
- C. Make a study of immigration into the United States
- D. Look for errors in the draft of a report
- E. Wash dishes
- F. Cook a meal
- G. Teach architecture
- H. Solicit advertisements for a magazine
- J. Repair watches
- K. Cook a meal
- L. Mend a broken toy
- M. Give someone a shampoo
- N. Go on expeditions to find rare animals
- P. Go on expeditions to fight native epidemics
- Q. Do social welfare work
- R. Be a portrait painter
- S. Conduct research on the causes of earthquakes
- T. Be a mechanical engineer

- A. Help people on relief plan their budgets
- B. Put the proper labels on library books
- C. Be an expert on the care of trees
- D. Sell in a store
- E. Work on a ranch
- F. Work in a publishing house
- G. Be a professor of mathematics
- H. Be a publicity director for a big university
- J. Be a professor of a foreign language
- K. Take a course in business-letter writing
- L. Take a course in printing
- M. Take a course in selling
- N. Draw plans for houses
- P. Write the advertising for new real estate developments
- Q. Write articles about new ideas in building houses
- R. Buy an expensive article on the installment plan
- S. Borrow money from a friend to buy the article
- T. Save until you can pay cash for the article
- U. Decorate furniture
- V. Supervise workers in sugar beet fields
- W. Raise turkeys
- X. Help young people select vocations
- Y. Design new fabrics
- Z. Make estimates on the cost of printing books and circulars
- a. Build a hand loom
- b. Derive mathematical formulas for predicting trends in business
- c. Make a survey to discover youths' attitudes on attending church
- d. Make a life mask of a famous person
- e. Write an article on how dealers determine what prices to charge
- f. Compose a theme song for a radio program
- g. Test various brands of products
for a co-operative store to see which are best
- h. Take care of the bulletin boards in a large business organization
- j. Keep accounting machines in good order
- k. Have people treat you as an equal
- l. Have people treat you as superior to them
- m. Have people pay no attention to you
- n. Be a music teacher
- p. Be an artist for an advertising agency
- q. Conduct research on what makes jokes funny
- r. Go shopping for a sick person
- s. Make a jigsaw puzzle for a sick person
- t. Read to a sick person

VOC-CH

- a. Help in giving first aid at a hospital
- b. Sell flowers in a florist's shop
- c. Be a private secretary
- d. Edit the financial pages of a newspaper
- e. Farm a large tract of land
- f. Sell real estate
- g. Take care of deaf people
- h. Draw graphs based on statistical tables
- j. Clerk in a store
- k. Be a writer
- l. Be an authority on billboard advertising
- m. Be a religious leader
- n. Have work you like with high pay
- p. Have work you like with low pay
- q. Have work you don't like with high pay
- r. Teach people on relief how to keep in good health
- s. Write feature articles for a newspaper
- t. Be an art dealer
- u. Be the secretary of a Congressman
- v. Teach children to model and paint
- w. Write articles for an art magazine
- x. Choose your own clothes
- y. Get advice on choosing your clothes
- z. Have someone else choose your clothes
- A. Draw plans for bridges
- B. Do work which requires a lot of mental arithmetic
- C. Do clerical work
- D. Supervise the manufacture of greeting cards
- E. Determine the cost of producing the greeting cards
- F. Design the greeting cards
- G. Take a broken lock apart to see what is wrong with it
- H. Check for errors in the copy of a report
- J. Add columns of figures
- K. Have someone make you look foolish
- L. Make someone else look foolish
- M. Not have anyone made to look foolish
- N. Be a psychologist
- P. Supervise the erection of bridges
- Q. Be a landscape architect
- R. Investigate the causes of mental ills
- S. Study music arrangement
- T. Study shorthand

GO ON TO NEXT PAGE.

- A. Be a street car conductor
- B. Be a lighthouse keeper
- C. Be a watchman at a railroad crossing
- D. Write advertising
- E. Be in charge of a public library
- F. Publish a newspaper
- G. Take a course in cost accounting
- H. Take a course in salesmanship
- J. Take a course in business English
- K. Write a play
- L. Be in charge of selling tickets for a play
- M. Be the property manager for a play
- N. Draw funny pictures of famous people
- P. Paint portraits of famous people
- Q. Paint pictures of scenery
- R. Draw illustrations for magazines
- S. Write articles for magazines
- T. Be the sales manager of a magazine
- U. Stay at a fashionable resort
- V. Go on a camping trip
- W. Take a trip over back country roads
- X. Live with a famous dramatic critic
- Y. Live with a famous social worker
- Z. Live with a famous artist
- a. Write articles on hobbies
- b. Construct tables of figures on costs of living
- c. Repair and refinish old furniture
- d. Read printer's proof of books for children
- e. Tell stories to children
- f. Make children's toys
- g. Take a course in physical education
- h. Take a course in shop work
- j. Take a course in mathematics
- k. Be a piano tuner
- l. Be a school teacher
- m. Be a dentist
- n. Be a court stenographer
- p. Be the business manager for a famous pianist
- q. Be a vocational counselor
- r. Visit a museum of natural history
- s. Visit an airplane factory
- t. Visit the slums of a city

MOCK CH

- a. Draw pictures for magazine stories
- b. Raise beef cattle
- c. Grow fruit for the market
- d. Be a bell boy in a hotel
- e. Carry out the dirty dishes in a restaurant
- f. Live by yourself on an island
- g. Be a guide on camping trips
- h. Design camp equipment
- j. Sell camp equipment
- k. Sell life insurance
- l. Write stories for magazines
- m. Be a landscape gardener
- n. Be known as modest
- p. Be known as reliable
- q. Be known as happy-go-lucky
- r. Teach arithmetic
- s. Train dogs to lead blind people
- t. Be the secretary of a famous scientist
- u. Take a course in modern music
- v. Take a course in the modern novel
- w. Take a course in modern painting
- x. Be considered hard-boiled
- y. Be considered fair-minded
- z. Be considered intelligent
- A. Be an orchestra conductor
- B. Be the manager of a large office
- C. Direct slum clearance projects
- D. Grow flowers
- E. Operate a mimeograph
- F. Compute bills for a store
- G. Guide visitors in a national park
- H. Make fine jewelry
- J. Arrange music for an orchestra
- K. Work at a telephone switchboard
- L. Make linoleum block bookplates
- M. Teach games to children
- N. Repair a broken ironing board
- P. Wash dishes
- Q. Put a room in order
- R. Teach cabinet making
- S. Read proof for a newspaper
- T. Import oriental rugs

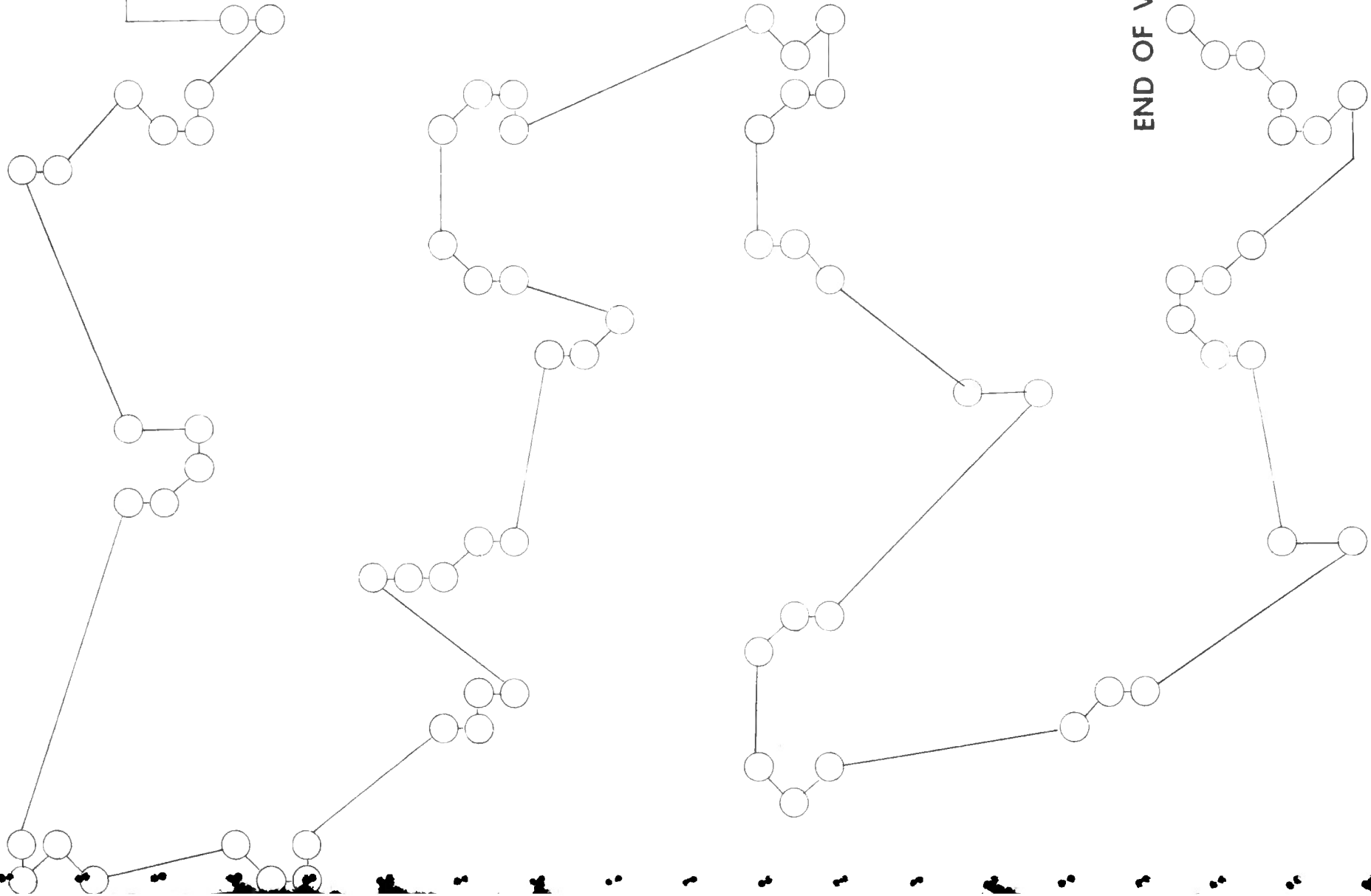
- A. Be a private secretary
- B. Be a bookkeeper
- C. Be a salesman
-
- D. Do figure skating
- E. Play polo
- F. Climb mountains
-
- G. Work at a desk
- H. Work on a ranch
- I. Do house-to-house selling
- K. Work in a candy factory
- L. Keep bees
- M. Give eye examinations
-
- N. Be a farmer
- P. Be a railroad conductor
- Q. Be an office worker
-
- R. Do clerical work
- S. Teach English literature
- T. Sell art supplies
-
- U. Study accounting
- V. Study irrigation methods
- W. Study stenography
-
- X. Deliver mail
- Y. Collect garbage
- Z. Sort mail in a postoffice
-
- a. Be a poet
- b. Be an artist
- c. Be a social service worker
-
- d. Work mathematical puzzles
- e. Play checkers
- f. Work mechanical puzzles
-
- g. Start a newspaper
- h. Start an art school
- j. Start an orchestra
-
- k. Have friends
- l. Have power
- m. Have fame
-
- n. Be a machinist
- p. Be an architect
- q. Be a chemist
-
- r. Bind books
- s. Look after sick children
- t. Type letters

DIRECTIONS FOR SCORING

1. Start at the arrow on this page and follow the chain of circles over the page counting the number of circles in which holes are punched. Do not count the circles where there are **three** punches, since these punches represent errors. In the space for Score V on the cover of the answer pad, record the number of holes you have counted.
2. Follow the same procedure for each of the other scores on the other pages.

3. Obtain the count again for each score, recording your answers in the space provided on each page.
4. Compare the scores on the front of the answer pad with those entered on the inside pages. In case of differences, make the counts over again until you are sure that your scores are counted correctly.

START
V



START

0



START

1



END OF 1

END
OF 0

END OF 2

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2



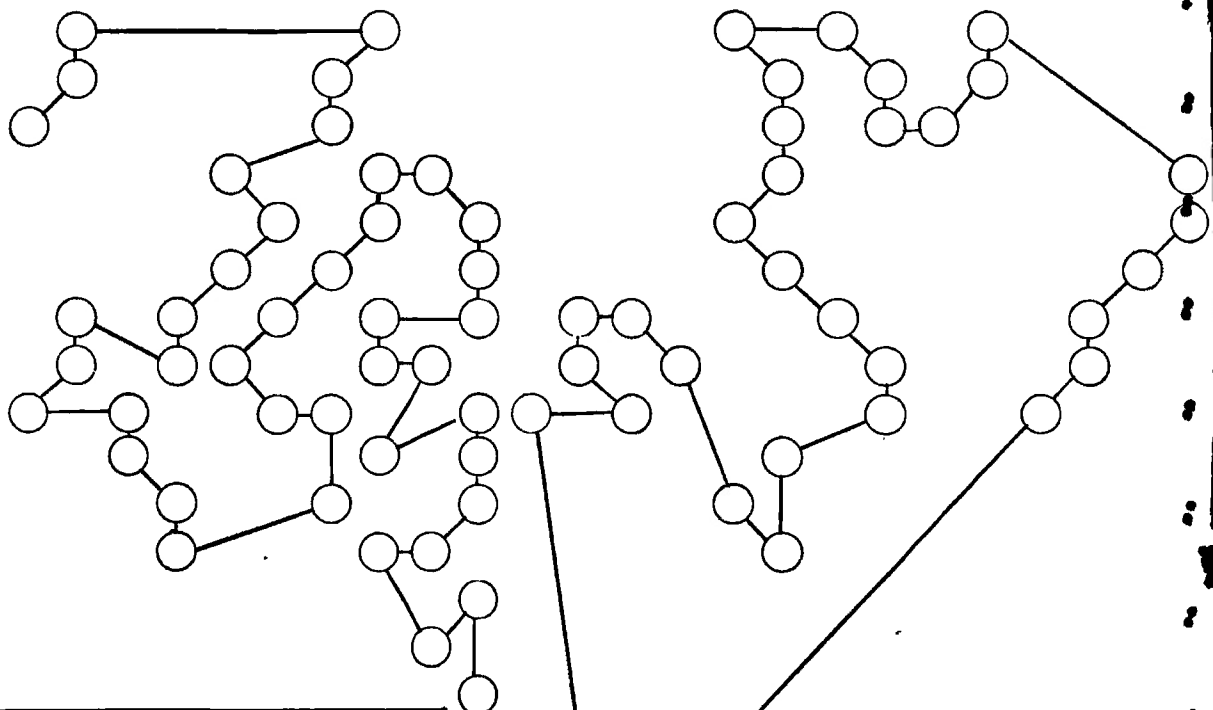
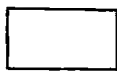
END OF 3

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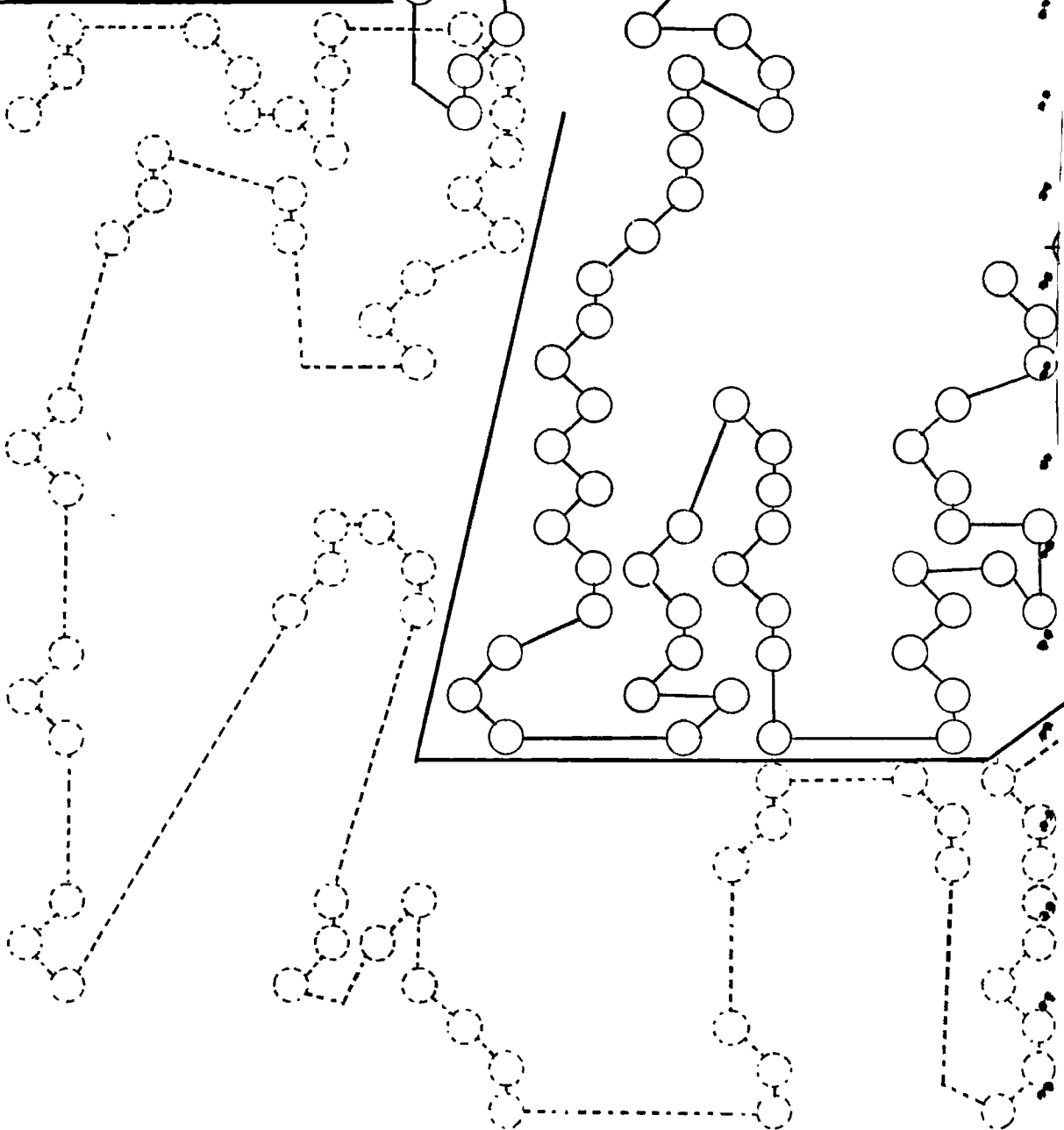


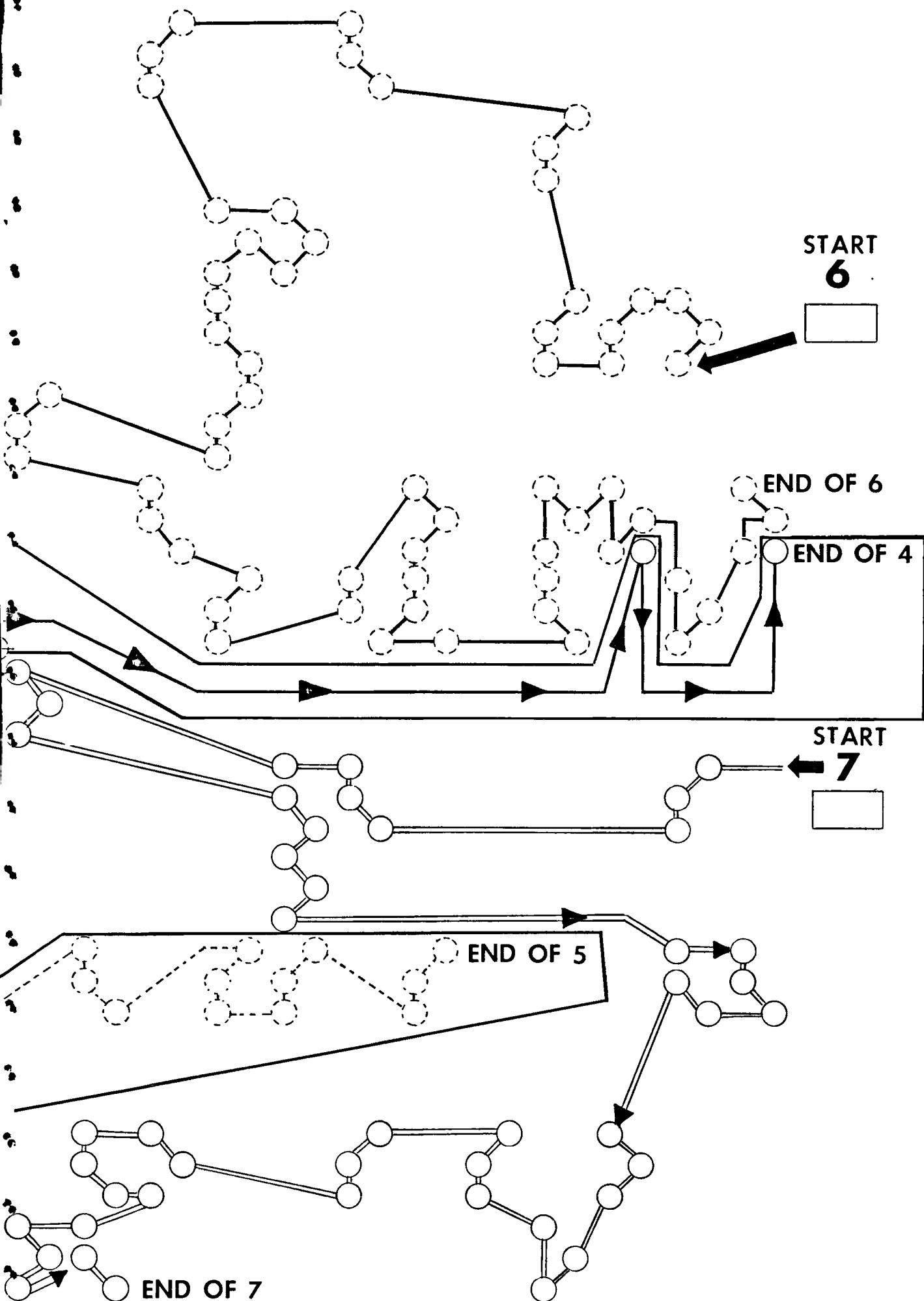


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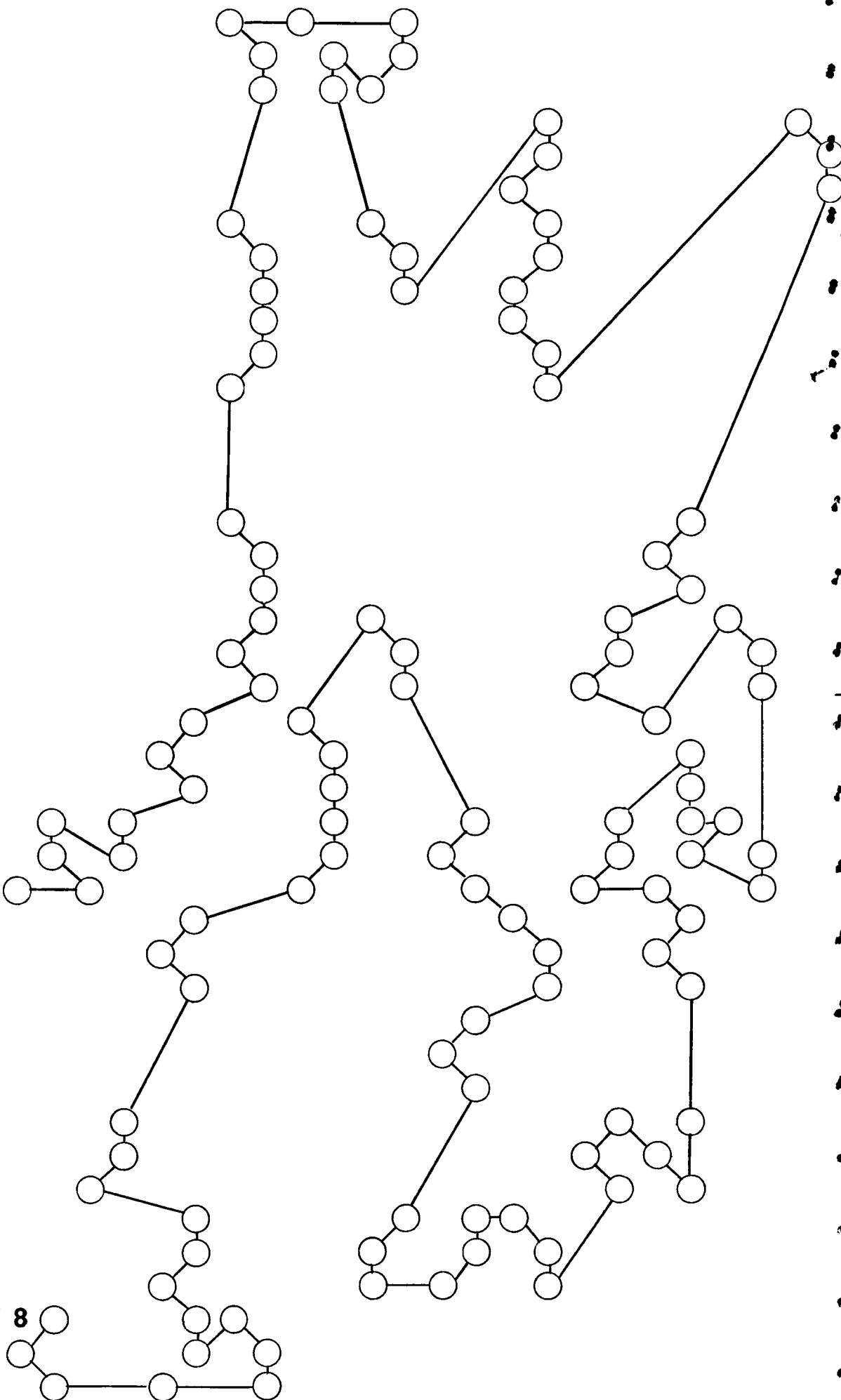




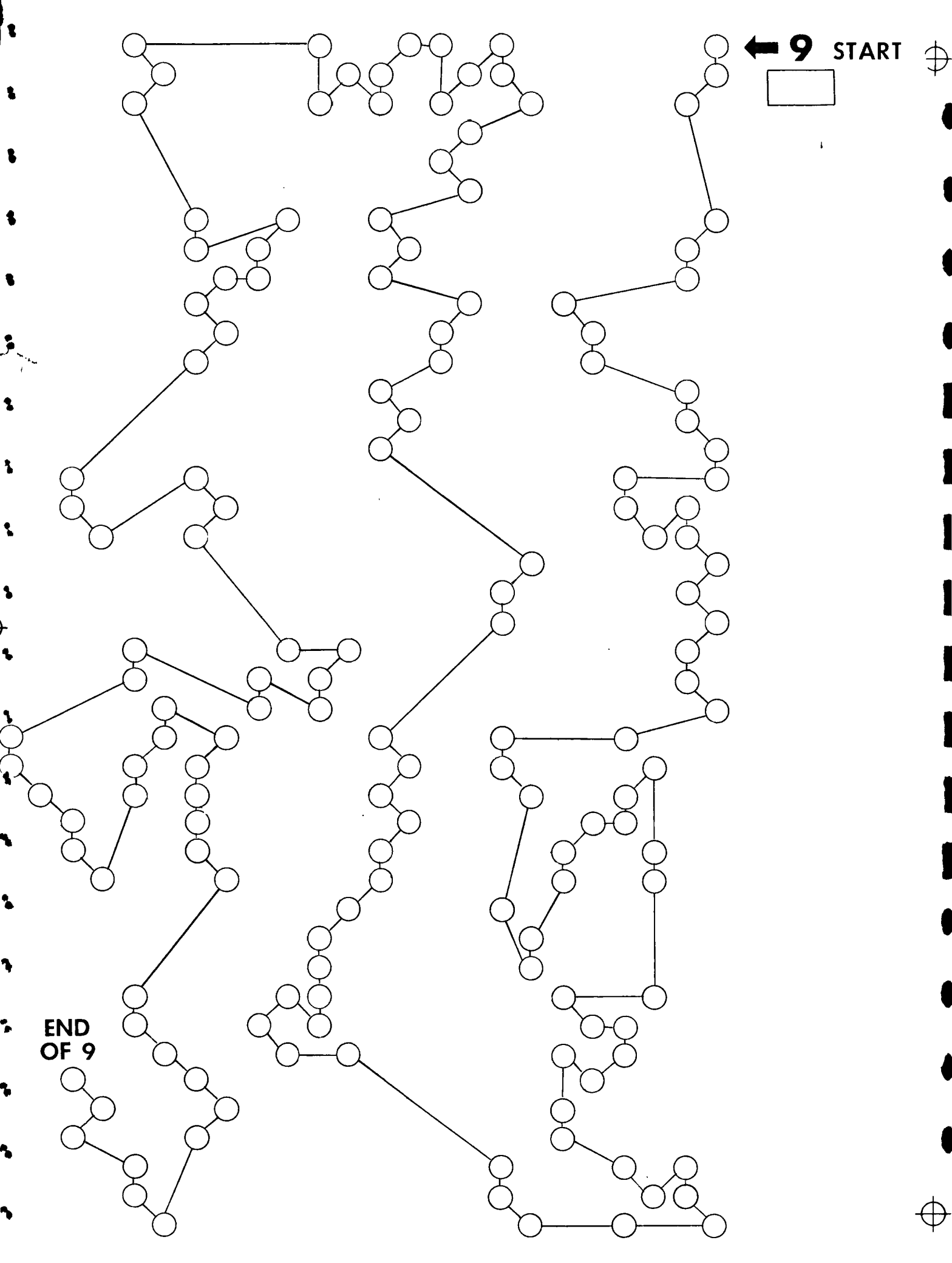
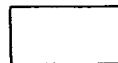
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8 →



END OF 8



← 9 START



END
OF 9





ANSWER PAD
for the
**KUDER
PREFERENCE
RECORD
VOCATIONAL**

FORM CH
Prepared by
G. FREDERIC KUDER

Scores

V. _____

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1. _____

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12 A B C D E F G H J K L M N P Q R S T U V W X Y Z a b c d e f g h j k l m n p q r s t	11 a b c d e f g h j k l m n p q r s t u v w x y z A B C D E F G H J K L M N P Q R S T	10 A B C D E F G H J K L M N P Q R S T U V W X Y Z a b c d e f g h j k l m n p q r s t	9 a b c d e f g h j k l m n p q r s t u v w x y z A B C D E F G H J K L M N P Q R S T	8 A B C D E F G H J K L M N P Q R S T U V W X Y Z a b c d e f g h j k l m n p q r s t	7 a b c d e f g h j k l m n p q r s t u v w x y z A B C D E F G H J K L M N P Q R S T	6 A B C D E F G H J K L M N P Q R S T U V W X Y Z a b c d e f g h j k l m n p q r s t	5 a b c d e f g h j k l m n p q r s t u v w x y z A B C D E F G H J K L M N P Q R S T	4 A B C D E F G H J K L M N P Q R S T U V W X Y Z a b c d e f g h j k l m n p q r s t	3 a b c d e f g h j k l m n p q r s t u v w x y z A B C D E F G H J K L M N P Q R S T	2 A B C D E F G H J K L M N P Q R S T U V W X Y Z a b c d e f g h j k l m n p q r s t	1 a b c d e f g h j k l m n p q r s t u v w x y z A B C D E F G H J K L M N P Q R S T
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